



Illustration by Michael Middleton

A LOOK AHEAD

Professor David Munroe makes some radical suggestions for McGill in the immediate future.

When Dr. Sheffield's first projections of university enrolment were published in 1965 they caused some concern in academic circles. Canadian universities were already crowded, they were understaffed and costs were increasing steadily. The prospect of more than twice as many students within the following decade naturally caused some alarm. But the alarm might have reached the proportions of a panic if university administrators had been told that the enrolment in 1964-65 would be 178,000 instead of the first estimate of 129,000.

Meanwhile, a series of official reports had described the dimensions of the academic crisis. The Parent Report in Quebec called for co-ordination between the different institutions of higher learning and the different levels of the educational system. The Robbins Report in the United Kingdom stressed the need for short and long-term planning and recommended studies of specific problems like selection and wastage. The Bladen Report dealt with financing higher education in Canada and the Duff-Bardahl Report proposed changes in university government and administration. Other studies and reports in the United States and European countries also helped to bring these problems into focus, making everyone aware that an educational revolution had begun.

Situated in a province where cultural and economic revolutions are also in progress, McGill has been under pressures that are at once more varied and more relentless than those faced by many of her sister institutions in Canada. A number of changes have been introduced in the nineteen sixties and, with the critical decade of the nineteen seventies less than two years away, it may be useful to examine some of the more urgent problems with which we must now come to grips.

The sudden demand for university places which Dr. Sheffield predicted was partly the result of higher retention rates in high schools, partly to a greater demand for technical and service personnel with post-secondary qualifications. By the nineteen sixties, when the demand became critical, however, two other factors had also been introduced. Following the end of World War II there was a sharp rise in the birth rate and a considerable increase in immigration. The "university explosion" could no longer be considered as a temporary problem; it was a problem of growing complexity and urgency.

Expansion

During these years, almost every Canadian university made an effort to expand. McGill's response has been described by Principal Robertson in the Annual Report of 1965-66:

"during the six-year period 1961-66 the student body has increased from

8,795 to 12,728, an increase of 45 per cent; during the same period, full-time teaching staff has increased from 503 to 800, an increase of 59 per cent."

A further increase in degree and diploma students the following year brought the total enrolment to 13,237.

Expansion on this scale naturally created serious financial problems. At McGill the annual expenditures for operations, exclusive of research, rose by 80 per cent during the six-year period and research costs tripled. Following the introduction of federal support for universities in 1952, provincial governments had become increasingly aware of their responsibilities in higher education. The extent of these and the manner in which they could be assumed without risking political interference or control were explored by the Parent Commission in Quebec, the Bladen Commission, and in other countries by such bodies as the Robbins Committee in Great Britain.

New Institutions

Expansion, however, was not enough. Many governments found it necessary to grant new university charters as they tried desperately to keep pace with the demand of an increasing number of high school graduates. By the early nineteen sixties, eight new universities had been established in Ontario and an equal number in the other provinces. In Great Britain a dozen new charters were issued by the middle of the decade and in France, for the first time since the era of Napoleon, the number of academies was increased, each with its university or faculties. Growth in the United States was even more rapid, the patterns — and the standards — differing from state to state. Indeed, since most of the new institutions were free to undertake undergraduate and graduate instruction in any field, the very meaning of university education was threatened by the confusion of policies, structures and standards. In many instances, as in Ontario, it became necessary to impose a moratorium on new charters to prevent duplication and waste.

Solutions for Quebec

In Quebec a different solution was proposed by the Royal Commission of Enquiry on Education (the Parent Commission). Forced to consider a number

of special circumstances such as the massive reform of the whole educational system, the need for rapid development of technology and research, the necessity for better articulation among the existing universities and between the different levels of instruction, the isolation of the two cultural communities and limited resources, the Commission, in the second volume of its Report published in 1964, recommended the strict limitation of new charters. It pointed out that the six existing universities were not equally ready to undertake advanced and research programmes. With only three — Laval, Montreal and McGill — having adequate teaching staff, libraries and equipment for this purpose, a distinction was drawn between them and the others which should, for the most part, be encouraged to concentrate on the development of strong undergraduate instruction. The Commission also recommended that limited charters be granted to a small number of new institutions. Partial undergraduate courses were also to be offered in "centres of university studies," affiliated directly with existing universities. Furthermore, the Commission recommended the establishment of a new level of instruction, covering the 12th and 13th year, which would be offered in "institutes" interposed between secondary and higher education. Thus the institutes, rather than the universities, would absorb the full shock of the increase in student population.

Departmental regulations and several acts of the Quebec legislature have established this new structure. Meanwhile, the government and the universities have been considering means to assure the orderly development of higher education. The effect of these reforms on McGill will be three-fold. They will encourage closer co-operation between McGill and the two larger French-speaking universities, Montreal and Laval; they will alter the level of entrance to all undergraduate and professional courses; and they will necessitate changes in course and degree structures in all departments.

Inter-University Co-operation

Co-operation between McGill and her sister institutions is long overdue. This was recognized in the University brief to the Royal Commission on Bilingualism and Biculturalism, which stated:

"More is required if we are to take advantage of the French-English opportunities available to McGill, its staff, and its students. Already there are a few individuals who hold teaching posts at McGill and at l'Université de Montréal. There are great opportunities for collaboration in science and research, the joint operation of costly research equipment and the pooling of resources to strengthen one another. But beyond this there is the need to experiment boldly in educating individuals in two cultures by providing undergraduate instruction in the two large universities to the same students and by planning easy move-

ment between the universities for their respective graduate students. The possibilities are great and greatly varied.

"In the new Quebec, a new university or group of scholars in Canada has so ready an access to the French-speaking community and its hopes and aspirations as do the members of McGill family. Every effort must be made to use McGill's relations with French-speaking fellow Quebecers and McGill's relations with English-speaking Canada and the international community in general to provide a meeting ground where ideas and understanding between Quebec and her Canadian and other neighbours can be exchanged with benefit and creative results. In fulfilling itself as a university, McGill cannot but serve society — the society of Quebec and Canada."

The New Profile

Also overdue is the change in the level of admission. Unlike most other Canadian universities, the English-speaking institutions of Quebec have main-

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NEW SENATE, BOARD APPROVED

The Governors of the University have approved recommendations of a joint committee of the Board and Senate which will ensure participation of members of faculty and students on the two primary decision-making bodies of the University. (See page 5).

Major recommendations, as approved, will change the composition of the Board of Governors and Senate as soon as the appropriate amendments to the Statutes of the University are effected.

THE BOARD

The most significant change to be made in the membership of the Board will be the election of five members by and from the members of the University Senate for three-year staggered terms.

In addition, 24 other members will be elected to the Board under a general directive that nominees will be "representatives of the various parts of the community which the University serves, such as agencies of government, research, the professions, business, labour and the Arts".

The Chancellor, the Principal, and five members elected by the Graduates' Society with five-year staggered terms, will remain as members of the Board as heretofore. There will be a total membership of 36 in all, the number provided for in the present Statutes.

THE SENATE

Membership on Senate will be subjected to a more radical revision. Total overall membership will be increased from 38 to 65.

Student members of Senate will constitute a new category of membership. There will be a total of eight students on Senate.

Another radical revision will give members of Faculty a total of 32 elected members, numerically the largest category in the new Senate. There are nine elected members of Faculty on the present Senate.

This category will be made up of 14 members from Arts and Science, the largest faculty; four from Engineering; three from Medicine; two each from Law, Agriculture and Education; one each from Management, Graduate Studies, Dentistry, Divinity and Music.

The number of ex-officio members will be reduced from 24 to 17. The ex-officio members of the new Senate will be the Principal, the Chancellor, the three Vice-Principals and 12 Deans. Those officials who will be dropped from ex-officio membership are the five Vice-Deans in the Faculty of Arts and Science who will, however, be eligible for election, the Director of Continuation Studies, the Warden of Royal Victoria College and the Director of Libraries. The latter three officials will sit on Senate with voice but no vote.

THE JOINT COMMITTEE

The joint committee of the Board and Senate which formulated the recommendations approved at Monday's Board meeting was set up April 18, 1966 to study the Duff-Bardahl Report on University Government in Canada and to make recommendations concerning its findings.

The Committee published its first report November 15, 1967 and invited representations from interested bodies including the McGill Association of University Teachers, the Students' Society and the Graduates' Society. After studying briefs submitted by these bodies, the original recommendations were reviewed and amended in the light of the new information.

McGill reporter

volume I, number 1

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tained an entrance level of Grade XI graduation and many of their first-year students are only sixteen or seventeen. Generally speaking, this is too young. A large number are uncertain about their choice of a career, many have little accurate knowledge about professional requirements or employment opportunities and most are totally unprepared for the traditional methods of university teaching. Consequently the wastage is high, both in failures and drop-outs. By raising the admission requirements to graduation from the 13th year and improving the methods of selection, students entering the university at eighteen will be better oriented and motivated and they will also be more mature. This, together with a higher proportion of graduates, will alter the character of the student body very considerably.

During the six-year period of growth referred to by Dr. Robertson between 1961 and 1966, there was a significant change in the profile of the student body. Generally speaking, the students may be grouped in three divisions:

1. Those who enter after Grade XI or Grade XII into Arts and Science, Agriculture, Education, Engineering, Nursing and Physical and Occupational Therapy;
2. those who enter the professional faculties: Medicine, Dentistry, Law, with advanced standing which is usually a first degree. This now includes the Schools of Social Work and Library Science;
3. those who enter the Faculty of Graduate Studies.

Between 1961 and 1966, the first group increased from 5,813 to 8,741, a rise of 66 per cent. Once the "institutes" or "colleges" are operating this number will be reduced. The professional group increased from 900 to 1,190, most of it in the School for Graduate Nurses. This enrolment is likely to remain unchanged. Meanwhile the number of graduate students, which rose from 1,112 to 2,084, may again be more than doubled. In the nineteen seventies, it has been predicted by the Office of Research and Development that the undergraduate and professional enrolment will stabilize at about 10,000 students, while the graduate faculty will increase to 5,000. Almost all these students will be over the age of 18 — the voting age in Quebec — and as mature men and women they will have every right to participate in most of the academic and administrative decisions.

Administrative and Academic Structures

... matter of structure — ...

Parent Commission ... in 1964:

"The philosopher Alfred North Whitehead used to define a university as a community of teachers and students united in the same search for truth. This community must make itself manifest in various ways — in instruction, research work, discussion, daily contacts and mutual confidence . . . University students ask to be treated as adults, and it is fitting and fortunate that this should be so . . . Many difficulties would be averted if the students felt themselves more closely associated with the administration of the various levels of the university and if they were kept informed of the difficulties and problems confronting their institution."

This statement was endorsed by the Duff-Berda Committee and quoted in their Report. Such a spirit of community must be attained before the nineteen seventies, if universities as we know them are to survive.

Dr. Elton Pounder's excellent article, "The Impact of the Colleges" (McGill News, May 1968), describes the sort of course revision that will be necessary as a result of the new educational structures in Quebec. Some revision has already begun in various departments but more general and co-ordinated efforts will be necessary to make the changes operative throughout the university. Moreover, there will also be drastic changes in course design, teaching methods and evaluation as a result of the wider use of computers. The computer is no longer classified as a calculating machine: it is an instrument for transmitting information, on a scale and at a speed that no one imagined possible a decade ago. Consequently its impact on university instruction, management and research is still not determined. However, in a recent interview, Dean D'Ombrain stated his opinion that

"within five years, the computer may be used as a quite 'personal' tool by the student, who will be able to pose questions, have the validity of these questions checked and receive answers — in effect, have a personal tutor."

Evidence of change in the academic structure is seen in the establishment of the new Faculty of Management and the new department of Higher Education. However the reforms must be carried much further to keep pace with the explosion of knowledge which has created new disciplines and requires new syntheses. An obvious instance is the organization of graduate studies if, as predicted, the number of students rises to 5,000. Horizontal as well as vertical co-ordination must be assured within the framework of some new structure. In some of the new universi-

ties, faculties and departments have been abolished, giving way to schools or area studies. At Laval, a proposal is now under study to reorganize teaching and research in about thirty strong departments, thus raising the possibility of eliminating the present faculty structure. Perhaps McGill may not go so far or in the same direction, but these examples indicate the sort of reorganization that will be necessary in the nineteen seventies as universities face the challenge of a post-industrial society.

Continuing Education and Continuous Operation

A statement by the Extension Committee in 1967 expressed the University's policy on adult education:

"The proper role of Extension is to open the doors of the University to people who are competent to profit from the instruction and the facilities that are available, but who are unable, for one reason or another, to be regular full-time day students. The Extension Department should also take the University, its knowledge, and its insight to those who give leadership in community and world affairs, and to others who may contribute, if they are unable to come and get it."

Certainly, if the economists are right and our economic development during the next thirty years depends on the diffusion as well as the enrichment of education, continuing education will be an increasing responsibility of the university, both for its graduates and for the public. Since the days of Sir William Dawson, McGill has always provided extension and auxiliary services and in 1966-67 the enrolment in these courses reached 13,577. These activities are now in the process of reorganization under Dr. E. C. Webster and it is reasonable to foresee their expansion in the nineteen seventies, possibly with special services offered to graduates who, in future, will wish to continue their education either in their professions or for the profitable use of leisure. This would lengthen and strengthen the bonds between the university and its graduates.

Extension of these activities will force the university to reconsider its calendar. Over the past thirty years, there have been periodic discussions of calendar reform but McGill has been reluctant to offer a general summer program. In fact it is probably the only university that does not offer

summer schools. Nevertheless, certain departments — French, Education, Geography and, this year, English — have well-established special schools. The sharp decline in employment opportunities for students and increased government support through bursaries and loans will force universities to reconsider their calendars and, in Quebec, there will be another factor — the new Colleges of General and Vocational Education will operate on a 12-month schedule and more than one university admission date will be necessary during the academic year. Experiments in calendar reform have been in progress in many institutions. Some have been more successful than others and McGill must take these examples into account.

McGill's Challenge

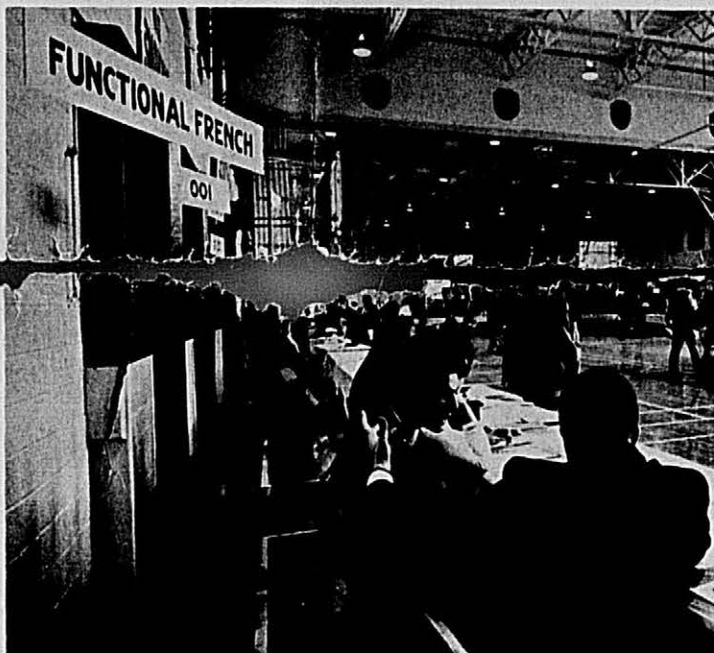
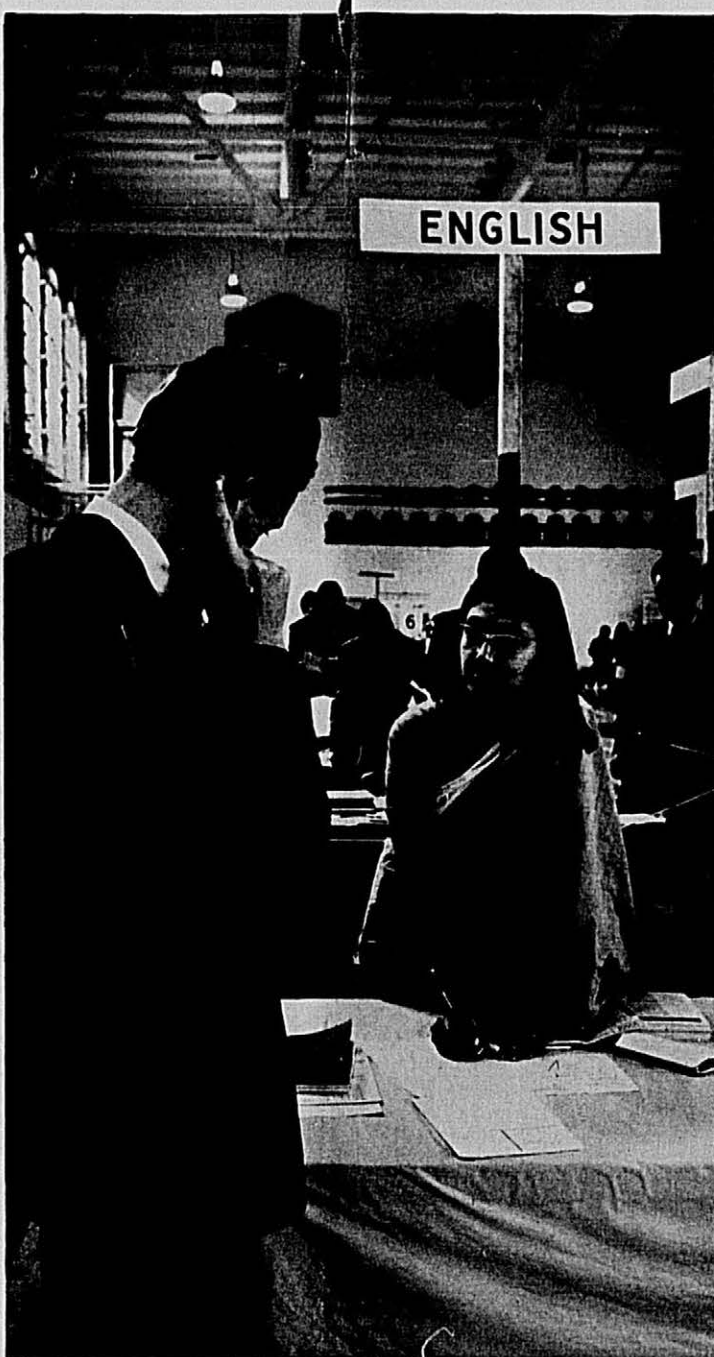
In the nineteen fifties there may have been some excuse for considering the university crisis as temporary and the solution as simply one of expansion but these attitudes have continued too long. Even in 1961, when university leaders gathered to discuss the topic "Canada's Universities In A New Age," Dr. Sheffield described the mood of the participants in the following lines:

"What's the best size of college? What favours culture and knowledge? In the typical speech of a small-college dean 'Togetherness' is the predominant theme. Outstanding scholars, research galore, Are the things by which the big set store. Smallness is virtue, if you are small; Bigness is best, no doubt at all. In the minds of those whose size is great There's nothing quite like one's present state."

Today, no one doubts that the problems must be examined to their very roots. Expansion must be accompanied by better methods of selection. Academic reforms must attack the problems of wastage, the need for a new synthesis in many disciplines, the relationship between teaching and research, the improvement of methods and use of new learning aids and techniques. The administrative structure must be altered to establish a new partnership between those who learn and those who teach within the McGill community, so that together they may strengthen the roots of McGill in Montreal and in Quebec. Only by such policies can McGill rise in the nineteen seventies to discharge her full responsibilities in Canada and in the world at large.

DAVID MUNROE

Registration 68



LET'S PREVENT HOSTILITY

Principal's Call To Freshman

The following is the text of Dr. H. Locke Robertson's address to Freshmen assembled at the Winter Stadium on the morning of September 12 for the kick-off of Fall-in '68 organized by the Freshmen Reception Committee of the Students' Society.

I suppose that every student as he comes to a university is a bit worried — it's a new world that he is entering, and even if he's heard a lot about it before in High School, he'll probably be wondering what's going to happen — whether he'll be able to make the grade; he'll probably wonder what the teaching is going to be like — whether the subjects of the lectures are going to be as irrelevant and the lectures themselves as dry as he's been told they are going to be; whether he'll be able to learn to think — to develop his mind in such a way that he will be useful to society in whatever field he ends up in, and whether this mind will be flexible enough and sufficiently agile to enable him to adjust to the great changes that he knows are going to take place in his lifetime.

I suppose, as I say, that every student has worries of this general sort — students always have had — and up to fairly recently a student has carried his worries more or less quietly with him as he passed through the university, if indeed, he didn't stop worrying altogether.

But things have changed a lot in the last few years. You the class of '72 represent about the fourth wave of students that have come to the university with a different point of view — perhaps you have some of the same worries that all students have had but I think that it's unlikely that you will pass quietly through these "Halls of Learning" without expressing your opinions, without questioning practically everything — wanting to know why things are done this way — why not that way? Who decides it is or that — and why? always why? And I must say that after considerable exposure to this sort of questioning we are taking up the chant — we are asking ourselves the same sort of things.

We've examined — or are in the process of examining — all sorts of basic questions — let me mention some of them to give you some idea of the scope of the questioning —

"What is the Role of the University in Society?" is one of the key questions, and one asks "To what extent should a university involve itself directly with the problems of society and how far can it go in this direction without endangering the traditional university freedoms that in themselves are valuable to society — indeed vital to society?"

The whole university is debating this question in one way or another — all universities are — and no one has a clear answer yet — but wherever the end point may be (and I am not concerned with that at this moment) the very exercise of debate and the soul searching that goes with it is bound to do good and, in the long run, to clarify the position and the future course of the university.

"What is the academic role of the University?" is another key question and one that seems, at first thought, easy to answer. It is hard to keep clear of the trap of contenting oneself with the age old (and still totally valuable) phrases about the Search for Truth and the Imparting of Knowledge, but they are traps, for they cover a multitude of questions that students have raised, challenging questions about objectives — about the effectiveness of teaching — questions that clearly reveal a protest against anything in teaching that is irrelevant, unimaginative, uninspiring and ill-prepared — a protest against the humdrum and a craving for stimulation — and no one can criticize them for that and I believe that no one who has thought about it at all could fail to respond as best he can to these irrepressible challenges. I think we're all responding. I have one great fear in this connection and that is that the concentration on excitement and stimulation and "Breakthrough by the minute" will mask the fact of life that there is only one route to achievement in any field — and it involves solid work. No device of teaching, human or mechanical, can do more than assist the student on his way — it can't substitute for the effort that he himself must put forth if he wants to succeed.

Finally, I come to another of the questions that we've been debating — this one concerns "The Role of the Student" — perhaps of more immediate, though no more vital, concern to you than the other questions.

I can't even begin here to summarize the thoughts that we've had on this subject — there are so many of them. But to summarize a few, starting with the easiest question:

(1) What is the role of the Student as a learner —

While there may be some doubt about what he should learn and how he should go about it, there is relatively little opposition to the opinion that this is his prime role.

(2) Has the Student a role as a teacher?

Yes he has, and I expect that we'll see the time come soon when students are more and more involved in assisting in one way or another in the teaching process. I look forward to this.

(3) What is his role in the Decision-Making process?

I think that we have made a lot of progress in this area and have reached some good conclusions; and I anticipate that with the beginning of this year we shall see a rapid increase in the participation of students in all areas of the university's government — and this is a good thing. I don't see how anyone could fail to appreciate the enormous potential for good that is developing out of the concern for the ills of the world in general and of what they believe to be the ills of the university in particular, that the students of today are showing. There is an enormous potential for good and it is up to us to do everything possible to see that it is realized and we are in the process of making the necessary moves to bring this about.

There is no doubt in my mind that out of the furore of the day there will arise a lot of good. I believe that the push that students have given their elders will result in good things happening that would not otherwise have happened, and in the speeding up of some reforms that would, under unchanged circumstances, have been slow to come about.

I don't know how rapidly this process will move — but I do know that the whole move will be slowed if hostilities develop between the different parts of the university — all of whom must work together if any major project is to succeed.

The hostilities that might build up would result from the inevitable clashes between the extremes of action and reaction — between the exaggerated and sometimes unjustified charges and claims and harsh tactics on the one hand — and the natural, inevitable but still not admirable over-reaction.

If this hostility is allowed to grow, progress of any sort will undoubtedly be slowed. If, on the other hand, it can be eliminated vast changes for the better can take place quickly.

Thus our first objective must be to reduce this factor to its minimum — an enormous task but not, in the university at least — by any means impossible — even though it involves a multitude of actions, compromises and concessions on everyone's part in order to establish the mutual confidence that is the prime factor in the dissipation of hostility. I can't go into any detail here, but let me say that I believe that the first anti-hostile act towards you as Freshmen!

I expect that this generation of students — you here today — will be living through one of the most exciting periods of the university's development — and I think that if we can all keep our heads, we'll come out of it a better institution. Much of what happens depends on you, and as I welcome you to this adventure, I wish you good luck — we'll be there to help you in any way we can.

McGILL: RENDEZ-VOUS '68

OPEN HOUSE RETURNS BIGGER AND BETTER

On the weekend of October 25, if things go as planned, the University will be overrun by Montrealers. This year the triennial "open house" returns to campus with a bigger and better programme and a new name — McGill: Rendez-vous '68.

Through its "The University and the Future" theme Rendez-vous '68 will present displays, exhibits, tours and demonstrations on the broad range of academic activity that goes on at McGill. Special efforts will be undertaken to advertise the event to the community through radio, television and newspapers. A major downtown department store has agreed to sponsor a large display during the week previous to Rendez-vous '68.

The organizing committee wishes it to be known that Rendez-vous '68 has many interesting positions open. For Freshettes it will be an excellent opportunity to get to know the campus, as 750 guides will be needed for the weekend to conduct tours and demonstrate exhibits. Also, executive positions are still available, with challenging jobs open in public relations, operations, and tours and exhibits.

Those interested in participating are asked to contact Headquarters, Room 19, Wilson Hall, 3506 University Street (telephone 392-5056), or drop in to the Rendez-vous '68 booth at Activities night.

McGill University Press

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MONTREAL 25, CANADA

fall list 1968

NEW TITLES

EXPLORATIONS IN AEROSPACE LAW Selected Essays by John Cobb Cooper

Ivan A. Vlasic, editor

John Cobb Cooper, first Director of the Institute of Air and Space Law, McGill University, was one of the world's leading authorities on air and space law. His greatest achievement was that he set, within a viable framework, evolving rules of aeronautics and astronautics so that they could relate to the traditional notions of public and private law. In selecting these twenty-eight essays from John Cobb Cooper's many writings, Professor Vlasic has concentrated on the areas where he considers Cooper's contribution most significant. Broadly these areas are: the history of air law, the fundamental principles of air law, and the development of space law. Appendices include a complete bibliography of Professor Cooper's aerospace writings, his curriculum vitae, and a table of cases.

Ivan Vlasic, author (with M. S. McDougall and H. D. Lasswell) of *Law and Public Order in Space*, is Associate Professor in the Institute of Air and Space Law at McGill University.

August, 500 pages, 6 1/2 x 9 3/4 inches, \$11.50

STUDENT UNREST IN INDIA: A Comparative Approach

Aileen D. Ross

A study based on a sampling of 250 fourth-year students from fourteen colleges in southern India. It shows that, although the rapid social change from an agricultural to an industrial society is one cause of student indiscipline in India, it is not necessarily the principal cause. A comparison of student behaviour in Indian colleges and Western universities reveals a remarkable similarity in motivation among student activists in both developing and affluent societies.

Aileen Ross, author of *The Hindu Family in its Urban Setting*, is Professor in the Department of Sociology and Anthropology at McGill University.

December, price to be announced

THE PERIGLACIAL ENVIRONMENT: Past and Present

Troy L. Péwé, editor

Twenty-five scientific papers, based on the Symposium on Cold Climate Environment and Processes, VII Congress of the International Association of Quaternary Research held in Fairbanks, Alaska. The first group of papers deals with processes and features in the present periglacial environment in areas from the Arctic and Subarctic to the Antarctic, including high mountainous regions in the Tropics. The second group deals with cold climate phenomena, such as ice-wedge casts or altoplanation terraces, which were formed under periglacial conditions but are now found as "fossil" features in temperate zones where cold climates are no longer experienced.

Troy L. Péwé is Chairman of the Department of Geology at Arizona State University.

Published for the Arctic Institute of North America.

December, price to be announced

EPHESIANS, BAPTISM AND PENTECOST

John Charles Kirby

Professor Kirby contends that the Epistle to the Ephesians is not a letter: it is a combination of prayer and discourse, assembled into letter form by a Jewish Christian of the late first century. He believes the prayer to be in the pattern of the Jewish Berakah and the discourse to be from the liturgy for the feast of Pentecost.

A most interesting and scholarly historical investigation of Pentecost, of Baptism, of Jewish liturgical worship, and of early Christian tradition and practice.

John Charles Kirby, author of *A New Look at Worship; The Kingdom, the Power, and the Glory; and The Signs of the Servant*, is Associate Professor in the Faculty of Divinity at McGill University.

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October, 216 pages, 6 x 9 inches, \$5.00

THE YEARBOOK OF AIR AND SPACE LAW, 1966 ANNUAIRE DE DROIT AERIEN ET SPATIAL, 1966

René H. Mankiewicz
editor-in-chief - rédacteur-en-chef

This is the second volume of a series which records and reports regularly on international agreements, judicial decisions, and on the legal literature of air and space law. It includes a bibliography of recent literature and contains articles by some of the foremost specialists in the subject.

René H. Mankiewicz is Professor at the Institute of Air and Space Law, McGill University.

August, 628 pages, 6 3/8 x 9 1/2 inches, \$25.00

POSTHUMOUS POEMS OF SHELLEY Mary Shelley's Fair Copy Book

Irving Massey

Bodleian MS Shelley adds. d. 9, largely in Mary Shelley's hand, is one of three notebooks which contain fair copies of most of Shelley's significant posthumous poems. The text of the Copy Book is reproduced in full and collated with all printed versions and the holograph drafts. The importance of Mary's fair copies is evident: for much of Shelley's posthumous work there are either no other manuscript sources at all, or preliminary drafts only, and Mary's transcripts are as close as we can come to an authoritative text.

Irving Massey, translator and editor of *Stello* by Alfred de Vigny (McGill, 1968), is Associate Professor of English at the State University of New York at Buffalo.

October, approx. 272 pages, 6 1/8 x 9 1/4 inches, price to be announced

A CATALOGUE OF THE BURNEY FAMILY CORRESPONDENCE, 1748-1878

Joyce Hemlow, editor-in-chief

The author of *The History of Fanny Burney* (1958) has now prepared a detailed catalogue of the correspondence of the eighteenth-century musician, Dr. Charles Burney, of his authoress daughter, Fanny, and of other members of his family.

The catalogue lists over ten thousand letters, widely scattered in collections on both sides of the Atlantic. Dr. Hemlow has identified them by date, correspondent, recipient, size, first line, and location; an index of correspondents brings to light letters between the Burney family and such prominent figures as Haydn, Dr. Johnson, and Thomas Jefferson.

Joyce Hemlow is Greenshield Professor of English Literature at McGill University.

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October, Approx. 440 pages, 7x10 inches. \$20.00s

A COMPREHENSIVE TEACHING PROGRAM IN URDU

A COURSE IN URDU

M. A. R. Barker, S. Rahman, H. J. Hamdani, K. M. Shaif Dhillavi

This study, a one-year intensive course, has already been widely adopted by schools of oriental languages.

Published 1967, 3 vols, 1,319 pages, 8 1/2 x 9 inches, \$16.00 per set.

AN URDU NEWSPAPER READER Key to an Urdu Newspaper Reader

M. A. R. Barker, S. Rahman, H. J. Hamdani

This Reader and its Key are intended for use at the second-year level, and though a logical continuation to the "Course", will also be useful to those who have learned the language by other methods.

May, 416 pages, 47 pages, \$4.75s per set, paper

A READER OF MODERN URDU POETRY

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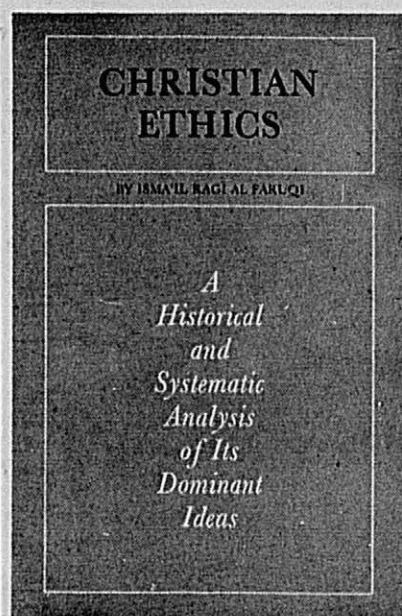
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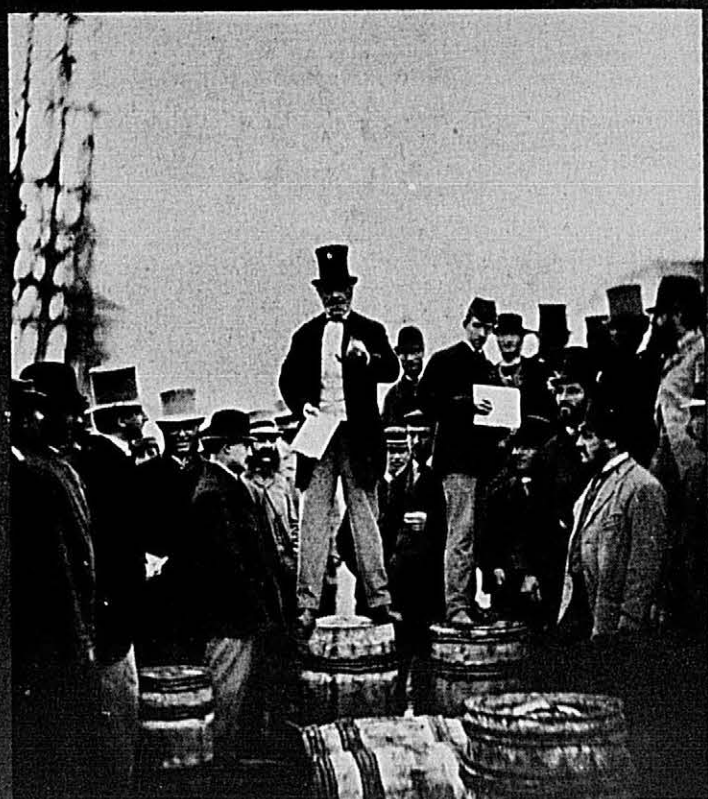
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MINUTES

OF AN ADDITIONAL MEETING OF SENATE HELD ON MONDAY, JUNE 17TH, 1968, AT 4:00 P.M. IN THE BOARD ROOM OF THE ADMINISTRATION BUILDING (ROOM 609).

Present:
The Principal, *In the Chair*
The Chancellor
Vice-Principal Oliver
Vice-Principal Winkler
Dean Dion
Dean McCutcheon
Dean Cohen
Dean McGregor
Dean Blume
Professor Frankel
Professor Hitschfeld
Professor Briant
Miss Reynolds
Professor Webster
Mr. Finlayson
Mr. Wood
Professor Neilson
Professor Malloch
Professor Pounder
Professor Edwards
Professor Pavlasek
Professor McCutcheon
Professor Durnford
Professor Cleghorn
The Registrar, *Secretary*

Regrets at being unable to be present were received from Dean Woods, Dean Frost, Dean Solin, Mr. Brown, Mr. Lang, Professor Beck and Professor Mallory.

The Principal welcomed Professor Durnford who had been elected by the Faculty of Law to fill out Professor Gow's unexpired term of one year.

MINUTES OF THE PREVIOUS MEETING

252. In consideration of the Minutes of the meeting held on May 15th, Vice-Principal Oliver referred to the last sentence on page 2 of Minute 220 and said that to provide an accurate record this should be deleted and replaced by the following statement:

"Many Senators expressed regret that members of Senate themselves would no longer receive the kind of Minutes attributing opinions which are now circulated."

After discussion it was agreed that this amendment to the Minutes should be made.

Professor Hitschfeld referred to the sum total of gifts, grants and bequests mentioned in the Report of Actions taken by the Board of Governors, and said that such listing of a total sum was too brief. He said he believed that this particular item of the report should either be enlarged or deleted.

The Minutes of the meeting held on May 15th, 1968, as amended were then approved.

The Minutes of the meeting of Senate held on May 22nd, 1968, were then taken as read and approved.

COMMITTEE ON THE COMMUNICATION OF INFORMATION

253. The following paper entitled "Actions Taken or Still to be Taken on the Recommendations of the Committee on the Communication of Information" was presented:

(see paper in box)

The Principal read through the summary of actions with regard to each recommendation, with the following actions being taken or noted:

The proposed action with regard to Recommendation 13 was approved.

The Principal said that Recommendation 10 involved considerable expense and that he would report on this Recommendation in more detail later.

It was agreed that Recommendation 17 should be forwarded to the Students' Council on the Montreal campus and on the Macdonald College campus, without comment, however, and with a statement saying that Senate did not consider this recommendation to be a concern of its own.

After discussion it was agreed that the Principal would take up Recommendation 21 with the Committee of Deans.

It was then noted that Recommendations 1, 3 and 6 were the main ones requiring decision by Senate at today's meeting.

254. The Principal invited discussion on Recommendation 1.

Professor Edwards suggested a change in wording, and Vice-Principal Oliver suggested this Recommendation again be deferred until Recommendations 3 and 6 had been dealt with.

Professor Malloch pointed out, however, that Recommendation 1 was the principle on which Recommendation 3 was based. He said there was much student-faculty opinion to the effect that officers of the University took a proprietary view toward the release of information. He suggested that Senate should go further with its decisions today than it had during the debate on May 15th.

Dean Cohen said he agreed that Recommendation 1 should be dealt

with first. He pointed out that Senate exercised a tripartite function, namely legislative, executive, and quasi-judicial and that not all these functions were recordable in the same way.

Vice-Principal Oliver said that he saw no need for "clarification" other than to determine what other elements of the University should receive Senate's Minutes. He said he favoured a statement to the effect that University bodies should provide information concerning their activities in the spirit expressed in Recommendations 3, 5 and 6.

Professor Frankel proposed that Recommendation 1 be rejected to be replaced with a preliminary statement of the kind Vice-Principal Oliver had in mind. Professor Edwards read out a suggested change in phrasing.

The Chancellor read another suggested change in phrasing in a letter from Mr. Brown. Several members expressed their agreement with some such changed phrasing as a preliminary statement.

Professor Frankel urged that no apparent retreat be made from Recommendation 1 and that a paragraph in preamble be substituted in its place. Professor Edwards and Professor Frankel were then appointed to draft a suitable preamble paragraph.

It was then MOVED by Professor Frankel, seconded by Professor Edwards, that the following preamble statement be adopted to replace Recommendation 1:

"Senate has received the Report of the Committee on the Communication of Information. It endorses the spirit of the Report and affirms the principle that information regarding the University and its activities should be normally regarded as public information. To this end Senate has adopted the following specific measures."

In response to a question from Professor Pavlasek it was made clear that the Recommendations could be regrouped, and need not necessarily follow in the original order listed. The motion was then voted upon and carried.

The Principal then called for discussion on Recommendation 3, saying he wondered whether Senate was getting needlessly confused on this question of the circulation of Minutes. He suggested that the decisions taken by Senate should be published immediately after the meeting, that the Minutes as presently prepared should be circulated and presented to the next meeting and, if passed at the meeting, then published *in toto* with Senate deciding on any necessary deletions before authorizing such publication.

Many members expressed their agreement with the proposal made by the Principal. After further discussion it was MOVED by Vice-Principal Oliver that item b) of the motion adopted at the May 15th meeting be deleted, this having the effect of retaining Minutes which would continue to attribute opinions to members.

This motion was carried.

The Principal called for discussion on Recommendation 6, first reading to Senate from the Brief on University Government which had just been received from the Students' Society. In essence this Brief rejected the idea of accessible meetings and urged instead that all meetings should be fully open.

Dean Cohen opened an extremely long discussion by saying he believed that Senate should await the outcome of discussions in the Tripartite Commission concerning the openness of meetings.

Vice-Principal Oliver said that he had changed his opinion concerning open meetings. He said he believed this would be the major point of confrontation with the students next fall and suggested that it would be wisest to decide now that Senate and Senate Committees should normally hold open meetings.

Professor Pavlasek suggested that in this case it would be necessary to create an executive committee or a Cabinet of Senate.

Professor McCutcheon expressed his agreement with Vice-Principal Oliver, saying that eventually we would have to come to open meetings and that it was better to concede the point now without pressure, and that it was better to distribute information rather than to yield to pressure, and that in any event student members would soon be serving on Senate.

Dean Cohen expressed reservations about the candour that might be lost as a result. Some Senate Committees and some Faculty Committees, he said, simply could not be open. He urged that no decision be taken on this matter at today's meeting.

Problems in detail were discussed. The Principal suggested that the room could be cleared at the end of an open meeting in order to deal with matters which had to be kept as confidential.

Miss Neilson expressed grave reservations, especially with regard to the mechanics of control if several hundred students wished to be present at an open meeting. Professor Webster suggested that Recommendation 6 concerning accessible meetings be adopted as a temporary compromise measure. Dean McGregor urged that such a major step as open meetings be deferred until discussions on University Government had taken place. The Principal pointed out, however, that decision on this question had to be reached at a relatively early date. Professor Edwards pointed

out how Senate had changed in the past three years and said that while there were risks in the present proposals these risks were worth taking.

Professor Hitschfeld said that Recommendation 6 was conservative but still a reform measure and suggested that it be adopted now with further openness still possible in the future. Professor Hitschfeld then MOVED that Recommendation 6 be adopted.

Vice-Principal Oliver said that he would support this motion, but that at the same time a document was needed to show in detail how an open Senate would function and how it could move from open to closed meetings, etc. He suggested that a small Committee of two to three persons be appointed to consider the openness of Senate meetings and to report back on this subject in the fall.

In response to a question from Professor Webster, it was made clear that the motion pertained to all Senate Committees. The Chancellor said that he would support the motion but he would favour leaving the decision as to whether a given meeting should be accessible or not to the full Committee as well as to its Chairman.

Professor Frankel made the point that to adopt this motion would be to accept a recommendation which the Students had already rejected.

Vice-Principal Oliver pointed out that there were some Committees which should not be accessible such as the Staff Relations Committee and the Committee on Retirements, etc. He suggested that Senate should say today it did not think Recommendation 6 dealt with the full problem which was the openness of Senate meetings themselves and that Senate should receive a report putting the whole matter into context.

Professor Frankel pointed out that the real issue was the openness of Senate meetings and that Recommendation 6 left unresolved the major issue. Dean Cohen said that the meeting of the Tripartite Commission and the Joint Senate-Governors Committee on University Government was only one week away. A report could be received by the fall on the whole question of openness and in the meantime the students could be informed that a definite programme on this subject would take place in consultation with them. Professor Pavlasek asked whether the proposed Committee was to decide whether, or how, meetings should be open. Vice-Principal Oliver said he felt the task of a Committee should be to decide on how to make Senate meetings open.

The Principal said he felt it unlikely that Senate could reach a decision today but that it was vital for this question to be decided in good time. A small group could serve to bring the matter to a head but he did not

favour consultation with the students at this juncture. Professor Hitschfeld stressed the importance of holding staff consultation on the openness of meetings before a decision was reached. Professor Briant said he would be willing to move a motion which would endorse the principle of openness and at the same time establish a Committee on implementation. After further discussion Professor Hitschfeld withdrew as mover of the motion. Dean Dion, seconded by Mr. Wood, then MOVED that Recommendation 6 be adopted. On vote this motion was lost.

Professor Briant then MOVED that Senate endorse the principle of moving toward the opening of meetings of Senate and Senate Committees, whenever possible, to all members of the University community, and to further the achievement of this end hereby establish a committee to study the possible implementation and implications of the proposal and report back to Senate at its next meeting.

This motion was discussed in detail. Vice-Principal Oliver said he felt it would be better for Senate to declare that it felt its meetings should become increasingly open to the University community and should therefore appoint a committee to examine how this could be done which would report back to the next meeting of Senate.

Professor Hitschfeld again stressed that the staff had not asked for open meetings. He said he was opposed to the specific student meaning attached to this term. Dean Blume proposed that the motion be split into two, saying that Senate should first decide whether or not it endorsed the principle that meetings should be open and only then decide on steps to implement this principle. The Chancellor said he agreed that the question of the desirability and the implementation should be separate. He said that he favoured the appointment of a committee to look into the desirability of open meetings and if this principle was approved then the second question would be that of implementation. Dean Cohen spoke against adopting the principle at this stage saying that it was a mixed political-technical question, the first point being to decide whether Senate should have open meetings, the second point being the technical question of how to go about it.

After still further discussion, Professor Briant withdrew his motion. It was then MOVED by Vice-Principal Oliver, and seconded by Professor McCutcheon, that Senate affirm its belief that its deliberations should become increasingly open to the University community and that Senate is, therefore, establishing a Committee to review in detail the implications of this belief and to submit its recom-

ACTIONS TAKEN OR STILL TO BE TAKEN ON THE RECOMMENDATIONS OF THE COMMITTEE ON THE COMMUNICATION OF INFORMATION

3

RECOMMENDATION 1: All information regarding the University and its activities should be regarded as public information unless specifically decided otherwise (p. 9).

ACTION: Debated at length at meeting on May 15th. To be decided today.

RECOMMENDATION 2: That a McGill University Gazette be published, to appear at least weekly during the session, with additional and special issues as required (p. 11).

ACTION: Preparations proceeding. Governors have been asked to authorize necessary expenditure. It is planned to publish trial issue on June 28th.

RECOMMENDATION 3: Senate Minutes be available to the University community, in the Redpath and Macdonald College Libraries (p. 12).

ACTION: Subject of long debate at meeting on May 15th. Motion passed as recorded in Minutes, but clarification still probably needed.

RECOMMENDATION 4: Committee reports be deposited, for public access in the Redpath and Macdonald College Libraries, before debate on them takes place (p. 12).

ACTION: At meeting on May 15th this recommendation was referred back to the Committee on the Communication of Information. No report has yet been received from the Committee.

RECOMMENDATION 5: Committee reports be presented to Senate by the Chairman of the Committee (p. 12).

ACTION: Approved at the meeting on May 15th. Reworded as follows:

"Committee reports be presented to Senate by the Chairman of the Committee or *his delegate*".

RECOMMENDATION 6: Except where specifically desired by Senate, all committee meetings should be accessible, in the sense that we have defined, to members of the University community (p. 13).

ACTION: Subject of a long debate at meeting on May 15th. Left over to be decided at today's meeting.

RECOMMENDATION 7: The Director of the Information Office to be responsible for publication of the Gazette (p. 15).

ACTION: Already agreed to.

RECOMMENDATION 8: The Director to attend, as observer, meetings of Senate and the Board of Governors.

ACTION: Approved at meeting on May 15th.

RECOMMENDATION 9: The Information Office be charged with maintaining a file of all potentially newsworthy items concerning the University and with the dissemination of news and information to the appropriate internal and external media of communication and be given the necessary staff and facilities to carry out this task.

ACTION: Administrative action has been undertaken.

RECOMMENDATION 10: The Information Office be encouraged to develop an advisory service in the field of publicity, information and publications for use by faculties and departments.

ACTION: Administrative action has been undertaken.

RECOMMENDATION 11: A standing Committee of Senate be established to be responsible to Senate for the operation of the Information Office and to continuously review communication needs and problems.

ACTION: Adopted with the following change of wording at the meeting on May 15th:

"A Standing Committee of Senate be established to review continuously communication needs and problems and to act in an advisory capacity to the Information Office".

The Nominating Committee will proceed with the appointment of this Committee.

RECOMMENDATION 12: Pending the establishment of the newspaper referred to in Recommendation 13, the Gazette should publish, in a supplement, letters and short articles from faculty.

ACTION: Previously decided that this was not applicable since newspaper was to be published.

RECOMMENDATION 13: A faculty-student committee should be set up to investigate the establishment of a University newspaper which would inform readers on all matters of interest to the University community and would be a vehicle for the expression of all shades of campus opinion. The newspaper should incorporate the Gazette if this can be done without detracting from the latter's role as an official record of the University's actions (p. 17).

ACTION: There is not sufficient time to appoint such a faculty-student committee if the Gazette and newspaper are to be published in September. It is recommended, therefore, that this committee not be set up at the present time but that the Standing Committee referred to in Recommendation 11 be appointed and that this committee should either contain student representation or consult with students.

RECOMMENDATION 14: That Senate encourages regular departmental meetings to develop the democratic flow of information (p. 18).

ACTION: At the meeting on MAY 15th it was decided that this recommendation should remain for consideration with the Joint Governors-Senate Committee on University Government.

RECOMMENDATION 15: It is recommended that faculties, divisions and departments encourage the participation of students in their committee activities and deliberations whenever feasible (p. 18).

ACTION: At the meeting on May 15th it was decided that this recommendation should remain for consideration with the Joint Governors-Senate Committee on University Government.

RECOMMENDATION 16: At least one meeting per year of Senate and the Board of Governors be held at Macdonald College (p. 19).

ACTION: Approved at meeting on May 15th.

RECOMMENDATION 17: The Macdonald College students be represented on the Students' Council of the Montreal campus and the McGill Daily be distributed at Macdonald College on the day of issue (p. 19).

ACTION: No action taken, but probably should be referred, for approval, to both Students' Councils.

RECOMMENDATION 18: The improvement of all forms of communication links between the Montreal and Macdonald campuses; telephone, shuttle service, Telex, facsimile transmission etc., be investigated (p. 19).

ACTION: Previously decided that administrative action should be taken wherever possible.

RECOMMENDATION 19: A joint staff-student committee should be set up under the chairmanship of the Dean of Students to coordinate and develop student aid and counselling services.

ACTION: Referred to Dean Solin for discussion and consultation with appropriate members of the University.

RECOMMENDATION 20: A student counselling office should be set up with the aim of guiding students to the appropriate service (p. 20).

ACTION: Referred to Dean Solin for discussion and consultation with appropriate members of the University.

RECOMMENDATION 21: Up-to-date, detailed course descriptions should be readily available to students.

ACTION: No action taken, but previously suggested this should be a subject for discussion by faculties.

RECOMMENDATION 22: The production of a McGill University Diary should be investigated (p. 21).

ACTION: Desirability, cost, and feasibility have been investigated by the Information Office.

RECOMMENDATION 23: Assistant Professors should become full members of their faculties (p. 22).

ACTION: Subject of Senate Motion today.

RECOMMENDATION 24: The number of elected representatives to Senate should be the maximum possible and the number of ex-officio members should be reduced to a minimum consistent with the effective pursuit of its affairs (p. 22).

ACTION: Under consideration by Joint Committee on University Government.

RECOMMENDATION 25: Student representatives, selected by the Students' Society of the two campuses should sit on Senate, faculties and as many of their committees as possible (p. 23).

ACTION: Under consideration by Joint Committee on University Government.

RECOMMENDATION 26: A staff directory should be published within six weeks of the start of the session and should contain:

names, degrees, rank, department, university office location, university telephone number and home address and telephone number (p. 24).

ACTION: Previously agreed this should be carried out by the Personnel Office assisted as needed by the Registrar Home and office telephone numbers not to be included.

RECOMMENDATION 27: A student directory such as exists should now be published within six weeks of the start of the session (p. 24).

ACTION: Referred for action to the Registrar.

RECOMMENDATION 28: A detailed review of the University's administrative procedures, in the sense defined above, should be undertaken with a view to improving the mechanical aspects of communication (p. 24).

ACTION: Following change in wording was approved:

"Reviews of the University's administrative procedures, in the sense defined above, should be continuous with a view to improving the mechanical aspects of communication."

RECOMMENDATION 29: A complete Staff Handbook should be published and issued to every staff member (p. 24).

ACTION: Preparation of a Staff Handbook is now in progress with the Information Office and the Personnel Office responsible for its production.

17th June 1968

mentations to the next meeting of Senate.

On vote this motion was carried, with two members dissenting.

In reply to a question from Professor Hitschfeld the Principal said he believed the intent of the motion had been in favour of open meetings and not merely concerned with the representation of various groups. It was agreed that the Nominating Committee should proceed with the appointment of the Committee proposed in the motion.

255. Vice-Principal Oliver said that student members of the Tripartite Commission had asked to have access to Senate Minutes and the Principal added that members of the MAUT had been granted this privilege in preparing their report on University Government. It was then decided that members of the Tripartite Commission would be granted access to Senate Minutes.

256. Dean Cohen reported on the meeting of the Committee on Student Disciplinary Regulations which had been held on June 14th and then presented the following motion:

"This Committee recommends to Senate that approval in principle be given to the restructuring of the Committee on Student Disciplinary Regulations on a tripartite basis, and that this Committee, which has been empowered to invite three students to participate, should meet to consider the details of the composition of the restructured committee; and to consider also the interim procedures and composition of the Committee on Student Discipline, pending a full review of the restructured committee."

In view of the lateness of the hour Senate decided to defer consideration of this motion.

At 7:05 p.m. Senate then decided to recess the meeting and resume it at the earliest date possible. *Chairman.*

MINUTES

MINUTES OF A MEETING OF SENATE WHICH RESUMED AT 9:30 A.M. ON JUNE 21ST, 1968, IN THE COUNCIL ROOM OF THE ARTS BUILDING AFTER HAVING RECESSED AT 7:05 P.M. ON JUNE 17TH, 1968.

Present:
The Principal, *in the Chair*
Vice-Principal Oliver
Dean Cohen
Dean Blume
Professor Hitschfeld
Professor Briant
Miss Reynolds
Professor Webster
Mr. Finlayson
Professor Malloch
Professor Pounder
Professor Pavlasek
Professor Durnford
Professor Cleghorn
The Registrar, *Secretary*

Regrets at being unable to be present were received from the Chancellor, Vice-Principal Winkler, Dean Dion, Dean Woods, Dean McCutcheon, Dean Hall, Dean Frost, Dean Solin, Professor Frankel, Mr. Brown, Mr. Wood, Professor McCutcheon, Professor Beck and Mr. Crouch.

The Principal declared the meeting which recessed on June 17th to have resumed.

257. The Principal said that the first item of business was the reconsideration of the previous decision concerning student representation on the Academic Policy Committee. He reviewed the history of the proposal and the first decision, saying that reconsideration of the matter had now been deferred twice.

Dean Cohen suggested that the matter now be reopened, and Vice-Principal Oliver MOVED that Senate approve the addition of three students to the Academic Policy Committee, one of these to be an undergraduate student, one to be a graduate student, and one to come from the professional faculties.

The Secretary then read the following portions of a letter Dean Frost had written on the subject:

"The Academic Policy Committee is in many ways the most significant committee in the University's structure. It has never perhaps achieved the role which Senate designed for it when it was first created, but recently under its present chairman it has moved very decidedly in the direction of fulfilling the objectives originally proposed for it.

More and more the Committee is giving the kind of academic leadership of which the University stands in great need as new educational theories and practices come into being. These policies and programmes are not merely matters of academic routine but can influence the development of departments or schools or even faculties of the University for many years to come. To give students a voice on the Academic Policy Com-

mittee would be to put the professional careers of many of our colleagues into the hands of students.

I am strongly of the opinion that we should take no such revolutionary step without having at least first consulted the faculties in order that the academic staff of the University may be allowed to express their opinion. I hope therefore that in my absence some member of faculty will propose that the question be held over until the October meeting of Senate in order that Deans may have an opportunity to place the matter on September's faculty agenda and thus be able to report the Senate the opinion of their faculties with regard to this very important proposal."

Dean Cohen opened discussion by asking whether it was wise to decide this matter today when such a small number of Senators was present. Vice-Principal Oliver replied that Senate had had ample time to consider the matter. He feared that if all decisions were to be left to the fall great delays would occur. He pointed out that the Academic Policy Committee was no different from other Committees on which students were represented and that students had a right to be there because they were consumers of the curriculum. He urged that there be no further delay; otherwise there would be a log-jam of business to be dealt with in the fall.

Professor Pounder supported this viewpoint, saying that this was one of the Committees on which students could contribute the most. In reply to a question from Professor Hirschfeld Vice-Principal Oliver said he believed that the present membership of the Committee provided adequate representation of the staff. Professor Malloch said he believed it would be a mistake to refer matters back to Faculties; if this happened constantly the confidence of the University in Senate would be shaken.

Professor Webster expressed concern over the point raised by Dean Frost that to put students on the Committee would be to put the professional careers of colleagues into the hands of students. Vice-Principal Oliver replied that the Committee did not deal with matters of appointments or promotions and also that the Committee merely recommended to Senate. He said he believed there was no danger of the kind suggested by Dean Frost. Professor Webster stressed that Senate had to have firm assurance on this point.

Professor Briant said he doubted the need for speedy action on this matter.

The students were not urgently asking for such representation and he felt that Senate should not act hastily. Dean Blume suggested that students could serve without voting rights, but the Principal pointed out that it was Senate's policy to make students full members of the committees to which they were appointed.

Professor Hirschfeld said he agreed with Professor Briant that there should be a clear period available in which to study the whole problem. The Principal also said he believed it would be unwise to reach a decision now in view of the small number of Senators present. Dean Cohen pointed out that this question was only one of many involved in the future restructuring of the University and that a decision today could be justified in the light of the total actions to follow. He suggested, however, that the matter could wait until a consensus had emerged as a result of the deliberations of the Joint Governors-Senate Committee on University Government.

The Principal suggested that it would be unwise to reach a decision today. Senate could agree, however, that this was the right action to take and propose that it be brought up for consideration at the next regularly-called meeting, with members of Senate in the meantime asked to present their views in writing.

Professor Hirschfeld then MOVED that this matter be deferred for consideration at the next meeting. This motion was carried, with two members dissenting.

258. On behalf of the Faculty of Arts and Science Professor Hirschfeld presented the motion, notice of which had been duly served, that it be recommended to the Board of Governors that the Statutes be amended to make Assistant Professors members of Faculty.

It was pointed out that such a motion required a vote carried by two thirds of the Senate's membership and hence the motion could not be put today.

Vice-Principal Oliver expressed grave concern at Senate's apparent inability to conduct university business during the summer and suggested that the meeting might now adjourn. Various expedients to deal with this matter were discussed, but it was decided that the Governors could not act on the motion unless it had the approval of two thirds of Senate members. With regard to today's agenda Dean Cohen proposed that all matters that could be dealt with should be dealt with.

Professor Hirschfeld urged that the very strong body of opinion on this matter in the Faculty of Arts and Science be brought to the attention of the Joint Governors-Senate Committee on University Government at its meeting next week. He agreed, however, that the matter had to be held over for the present time.

Professor Malloch suggested that measures be taken to ensure better attendance by members of Senate at meetings called during the summer. Dean Cohen expressed his agreement, but said that the academic community was not prepared this particular year for series of meetings during the summer months.

It was then decided that this matter should not be acted on at the present meeting.

259. It was decided to defer consideration at this meeting of the proposal to establish a Department of Extension Education and Rural Sociology.

260. The Principal presented the following report of actions taken by the Board of Governors:

NOMINATING COMMITTEE: The Chancellor presented the report of the Nominating Committee as follows:

"In accordance with the decision made by the Nominating Committee at its meeting on October 19, 1967, that one vacancy on the Board be filled by the resident of Quebec City who is a McGill graduate, the Committee submits the following nomination:

MR. GILLES EDOUARD SARAULT
B. Eng. 1934, age 59, Consulting Engineer, Quebec City.

In accordance with Article I Section 4 of the Statutes the above nomination was received for action at the next meeting.

MCGILL FUND COUNCIL: Mr. Notman reported that the amount contributed so far this fiscal year to the Alma Mater Fund is \$657,591 compared to \$644,290 last year. However, the number of contributors is down by 656.

BUDGET 1968-69. The Director of Finance presented the Budget for 1968-69, from which it was noted that the estimated income is \$48,717,000, the estimated expenditure is \$51,169,000 and the estimated deficit will be \$2,452,000 as compared with an estimated deficit for the current year of \$2,000,000.

After explanation and discussion it was moved, seconded and resolved that the budget for 1968-69 as presented be and it is approved and adopted. The Governors were notified that some revision might be required.

STUDENTS' COOPERATIVE RESIDENCE COMMITTEE. Mr. Grimson reported that the above committee has been formed through the Students' Society, and will become an incorporated body to establish one or more Cooperative Student Residences by buying property near the University and converting them to Residences which will be run on a cooperative basis at a cost of \$75 to \$80 per month per resident including room and board.

The Quebec Housing Corporation has given preliminary assurance that such projects are eligible for financing to the extent of 90% of the cost of the property and alterations provided that the University will state that there is a need and that the plan is approved in principle. The Students' Society will put up 5% of the cost on a loan basis repayable over 10 years, interest free and the Committee asked that the University lend 5% on the same basis.

There was considerable discussion, it being suggested (1) that the loans be made to the Students' Society (2) that the loans be approved in principle subject to close scrutiny of each individual project (3) that a modest interest rate be imposed (4) that the University retain some control over the operation of the Residences.

Eventually, it was moved, seconded and resolved that authority be granted to the Chancellor and the Principal to approve loans for Cooperative Residence Projects, interest free, to a maximum of \$25,000.

REPORT OF SENATE. The Report of Actions taken by Senate at its meetings on May 15th and May 22nd was adopted and the recommendations and actions as recorded therein were all approved.

Particular reference was made to the fifth report of the Senate Committee on Development, copies of which had been circulated to Governors. This report was adopted in principle and on the understanding that no expenditure of University Funds at this time is involved by such adoption.

STAFF CHANGES. The following were recommended by Selection Committee to the rank of Professor (complete list tabled with Secretary of Senate):

PROFESSOR TOSHIHIKO IZUTSU recommended as Professor in the Institute of Islamic Studies on permanent tenure from 1st January 1969.

PROFESSOR HOWARD E. ROSEBOROUGH recommended as Professor in the Department of Sociology & Anthropology on permanent tenure from 1st September 1968.

RESIGNATION. PROFESSOR A. GAL-INDO, Professor in Anaesthesia, effective 1st July, 1968.

RESOLVED that the report of actions taken by the Board of Governors be received.

261. The following report of the University Scholarships Committee was presented, and Miss Reynolds MOVED that it be adopted:

(See report in box.)

The motion to adopt the report and approve acceptance of the conditional gifts was carried.

262. The following report of the Nominating Committee was presented, and Vice-Principal Oliver MOVED that it be adopted:

I. COMMITTEE ON STUDENT DISCIPLINARY REGULATIONS:

It is recommended that Professor William Bruce be appointed to succeed Dean Mordell as a member of this Committee.

II. COMMITTEE ON ACADEMIC POLICY:

It is recommended that requests from Professor Dunbar and Professor Weldon to be relieved from service on this Committee be acceded to, and that Professor G. H. McKay and Professor Rose Johnstone be appointed as members.

III. STANDING COMMITTEE ON COMMUNICATIONS:

It is recommended that the following be appointed as a Standing Committee on Communications, with these previously approved terms of reference:

"A Standing Committee of Senate be established to review continuously communication needs and problems and to act in an advisory capacity to the Office of Information."

Vice-Principal Shaw, Chairman

Professor T. H. Barton

Professor Y. Clermont

Professor J. M. Dealy

Professor K. L. S. Gunn

Professor P. Laporte

Professor G. H. McKay

Mr. A. A. Tunis

Dr. Mark Waldron

Mr. David Williams

Mr. E. C. Wood

2 members to be appointed by the Graduates' Society

3 members to be appointed by the Students' Society

IV. COMMITTEE ON IMPLICATIONS OF OPEN MEETINGS:

It is recommended that the following be appointed to comprise this Committee: Vice-Principal Oliver, Chairman; Professor S. J. Frankel; Professor J. O. McCutcheon; A Governor to be appointed

V. DELEGATES TO ANNUAL MEETING OF AUCC:

It is recommended that the following be appointed as delegates and observers to the Annual Meeting of the AUCC which will be held this year in Ottawa on November 6th and 7th:

Delegates:

The Principal

Vice-Principal Winkler

Vice-Principal Oliver

Vice-Principal Shaw

Dean M. McGregor

Professor G. C. B. Cave

Professor K. L. S. Gunn

Professor Helen Neilson

Professor L. Yaffe

The Registrar

Observers:

Dean Maxwell Cohen

Mr. Keith Crouch

Dean S. B. Frost

Mr. A. A. Tunis

Mr. A. M. Wisenthal

Dean H. D. Woods

2 observers to be named by the Students' Society

The motion to adopt this report and approve its recommendations was carried.

263. On behalf of the Committee on Academic Policy Vice-Principal Oliver presented the following report for the information of Senate:

(See report in box)

264. Dean Cohen referred to the brief report he had presented on behalf of the Committee on Student Disciplinary Regulations at the meeting on June 17th. He again reviewed the actions that had taken place, and the following motion was again presented to Senate:

"That this Committee recommend to Senate that approval in principle be given to the restructuring of the Committee on Student Disciplinary Regulations on a tripartite basis, and that this Committee, which has been empowered to invite three students to participate, should meet to consider the details of the composition of the restructured committee; and to consider also the interim procedures and composition of the Committee on Student Discipline, pending a full review by the restructured committee."

In discussion the Principal said he agreed that Senate should consider the restructuring of the Committee but that

REPORT TO SENATE BY THE UNIVERSITY SCHOLARSHIPS COMMITTEE

I. ESTABLISHMENT OF NEW AWARDS

The University Scholarships Committee recommends acceptance of the following conditional gifts:

(1) CO-OPERATIVE MEDICAL SERVICES FEDERATION OF ONTARIO BURSARY

A bursary of \$500 for four years has been offered by the Co-operative Medical Services Federation of Ontario. To be awarded to a student who has completed the pre-medical years and is entering the first medical year in University, and who has been a member or whose parents have been members of a medical co-operative for at least two years. In the event of no First year student qualifying a Second, Third, or Fourth year student may be chosen. This award will be made on the basis of financial need and academic standing, and application will be made through the office of the Dean of the Faculty of Medicine.

(2) THE BEVERLY COONER BURSARY

A bursary of \$100 has been established by the family and friends of the late Beverly Cooner to assist a deserving student, irrespective of race or creed. It will be awarded annually by the Scholarships Committee of the Faculty of Medicine with the approval of the National Council of Jewish Women on the basis of financial need and academic standing. A cheque for \$600 has already been received and further donations will be added until the fund reaches \$2,000, at which time the award will be put into effect.

(3) THE ROSE SCHWARZ-HELEN MARCUS BURSARY

A bursary of \$100 has been established by the family and friends of the late Rose Schwarz and the late Helen Marcus to assist a needy and deserving student who intends to devote his summer employment to Cancer Research. It will be awarded annually by the Scholarships Committee of the Faculty of Medicine with the approval of the National Council of Jewish Women. A cheque for \$1,000 has already been received and further donations will be added until the fund reaches \$2,000, at which time the award will be put into effect.

J. R. Mallory, Chairman
University Scholarships Committee
June 5, 1968

ACADEMIC POLICY COMMITTEE FIFTY-FIRST REPORT

I. RECOMMENDED TO SENATE:

No items to be recommended to Senate.

II. APPROVED BY THE ACADEMIC POLICY COMMITTEE IN THE NAME OF SENATE:

The following new graduate courses, new courses, course changes and Honours programmes were approved by the Academic Policy Committee.

1) From the Faculty of Arts and Science:

a) From the Humanities Division:

French 470 — Evolution and structure of the French language — new course

French 476b — Explication de texte — new course
Joint Honours programme in French and Russian

b) From the Social Sciences Division:

Economics 313a — Introduction to Economics Development — new course

Economics 315b — Economic Development of a Special Area — new course

c) From the Biological Sciences Division:

A new programme in the Honours Biological Sciences — Microbial Genetics programme.

2) From the Department of Economics and Political Science:

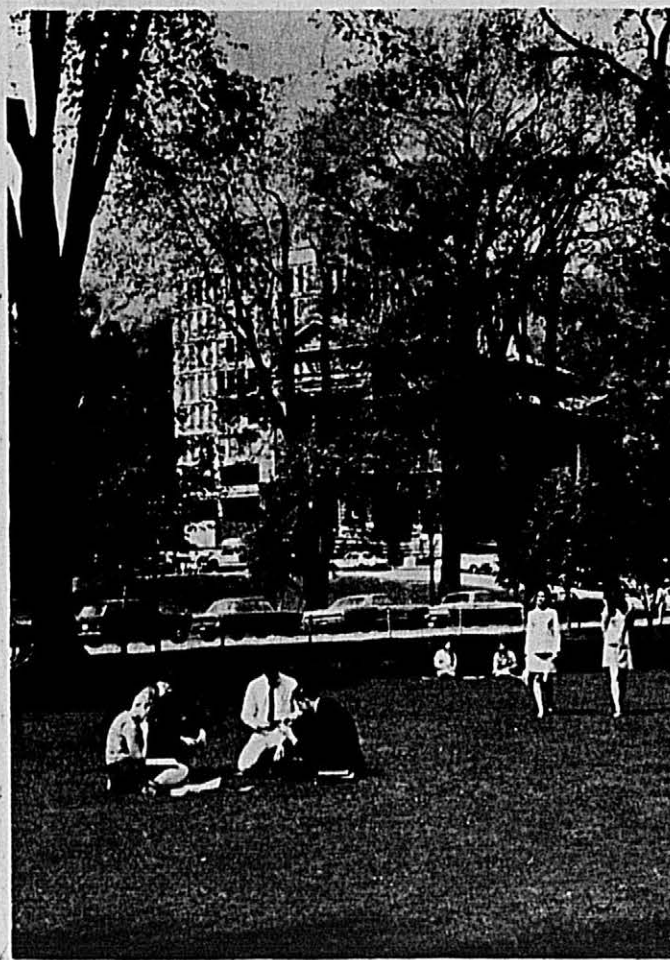
Economics 641: Money and Banking
Economics 650: History of Economic Thought
Economics 662a: Introduction of Econometrics
Economics 664b: Econometrics

III. DOCUMENTS RECEIVED BY THE ACADEMIC POLICY COMMITTEE

- Programme for Proposed Degree of Master of Arts in French (without Thesis)
- Proposal for a Master of Education Degree — Option, Career Counselling

June 14th, 1968

Summer Mood



this could not be achieved during the summer. He had consulted the President of the MAUT on this matter and had received the same advice. He did not feel it wise for the present Committee to consider the composition of the Committee on Student Discipline and suggested that the motion as presented be reduced.

Dean Cohen pointed out that the paper presented to the Committee by Vice-Principal Winkler and Professor Meyer suggested certain interim proposals, one in particular to the effect that in a given offence and at the request of the student concerned a panel composed of equal number of students and staff should be appointed to hold a hearing. The Principal read from a letter he had addressed to Mr. Laing dated June 4th which asked the Committee to undertake the following three tasks:

1. The preparation of a statement on the standards of campus conduct.
2. A review of disciplinary procedures, including the definition of powers between students and Senate; and
3. A review of the composition of the Committee on Student Discipline.

Dean Cohen suggested that the motion might be rephrased to the effect that Senate instruct the Laing Committee to proceed with its activities as previously indicated and in particular to consider interim procedures for the Committee on Student Discipline as recommended by that Committee.

Vice-Principal Oliver then MOVED that Senate say that it intends to give high priority to the student request that the Committee on Student Disciplinary Regulations be restructured in the fall, and in the meantime asks the Committee to proceed with its mandate. At the same time students would be re-invited to serve as members of the Committee during the period of its interim work.

There was some discussion as to whether the words "on a tripartite basis" should be included with regard to the restructuring of the Committee. In the end it was decided that this phrase should not be included. Vice-Principal Oliver suggested that rather than a letter being sent to the President-elect of the Students' Society, the Principal should speak to the students concerned and explain the situation, including why it was impossible to restructure the Committee at the present time.

In response to a question from Professor Briant, Dean Cohen explained the meaning of the tripartite proposal made by the students. Professor Malloch expressed concern at the implication that the students equated Senate and the University Administration as one. He also inquired as to the University's position at the opening of the session, wondering if a new composition of the Committee on Student Discipline could be made in time for the opening of the session. Dean Cohen replied, saying that Vice-Principal Winkler expected to bring the main report of the Committee on Student Discipline to Senate but before doing so he wished to obtain student support for the basic proposals. In the meantime the Committee on Student Discipline had asked the Laing Committee to consider certain interim procedures. The proposal for a half-student half-staff panel to hear a case could, for example, be adopted during the summer as an interim measure.

The motion proposed by Vice-Principal Oliver was then voted upon and carried.

265. Senate was informed that the Faculty of Graduate Studies and Research had referred to the Committee on Academic Policy a report on proposal for proposed degree of Master of Arts in French (without thesis).

265. The following were appointed the representatives of Senate on statutory selection committees:

- a) for two Chairs in Radiology: Professors J. Bouchard and F. Gurd, with Deans McGregor and Frost, Vice-Principal Winkler, the Principal, ex officio.
- b) for a Chair in Anaesthesia: Professor R. G. Gilbert and L. D. McLean, with Deans McGregor and Frost, Vice-Principal Oliver, Vice-Principal Winkler, the Principal, ex officio.

266. The Principal referred to the decision reached at the meeting on June 17th to allow access to Senate Minutes by members of the Tripartite Commission on the Nature of the University. He said that student members had asked to have the same privilege extended with regard to Minutes of the Board of Governors and to the various Committees of Senate.

It was then MOVED by Vice-Principal Oliver that Senate approve granting access to reports and other documents of Senate to members of the Tripartite Commission, and the granting of access also to the Minutes of Committees of Senate except those deemed by the Principal, in consultation with the two Vice-Principals, to reveal information of personal privilege concerning members of staff or students.

In discussion Vice-Principal Oliver said he did not believe this same right of access could be granted to the Board of Governors Minutes. In reply to a question from Professor Briant, he said he believed that the more open the pro-

ceedings of Senate were the better and that his motion included ad hoc as well as standing committees.

The motion was then voted upon and carried.

267. The following letter from Dean Woods was presented:

"The Arts and Science Faculty has recently discussed the question of Departments offering graduate programs for the first time. The matter was brought to our attention by the proposal of the Spanish Department to do this at the M.A. level. The Council recommends that Senate give consideration to the establishment of a Visiting Committee of established scholars to appraise the staff, library and other resources of any Department which proposes to begin preparing students for the Ph.D. and possibly for the M.A. degree. Council was strongly in favour of this for the Ph.D., but not so certain for the M.A. level. It is their wish that this idea be brought before Senate or whatever Committee of Senate deals with the Yaffe report."

The following letter from Dean Frost was then presented:

"I have received a copy of the letter written by Dean Woods on behalf of the Arts and Science Faculty asking that the question of visiting committees to investigate Departments seeking to offer graduate programmes for the first time be brought before Senate.

I trust that Senate will remit this item to the Committee on Research as being the Standing Committee of Senate charged by the Statutes with responsibility for graduate studies."

Senate decided to remit this proposal to the Committee on Research.

268. The Principal reported that the University had been requested to nominate members to fill vacancies on the Superior Council of Education.

Senate authorized the Principal and Vice-Principal Oliver to make whatever nominations they judged best.

269. Deleted by Senate decision. Reason: This minute deals with confidential relationships between universities.

270. Senate authorized the issuing of a duplicate diploma to Cyril James Tunis, B.Eng. (Hons. Engineering Physics) 1954.

271. The following proposal from the Faculty of Medicine was presented:

"At a meeting of the Faculty of Medicine on May the 21st it was unanimously agreed to request that the Department of Radiology be divided forthwith into two new independent departments to be named the Department of Diagnostic Radiology and the Department of Therapeutic Radiology. I would request that Senate approve this request and pass it on to the Board of Governors. I attach a copy of a letter from the Chairman of the present Department of Radiology and the Radiologists-in-Chief of the three major teaching hospitals which outline the reasons for this change."

RESOLVED that this proposal be approved and forwarded to the Board of Governors.

272. After discussion Senate decided on the following schedule of future meetings:

- A possible meeting in July, the Principal to decide after considering the situation. (There might also have to be an emergency meeting during the summer to consider CEGEP developments).
- A joint meeting of Senate and Governors on September 9th to receive recommendations from the Joint Senate-Governors Committee on University Government — time of meeting not specified.
- A regular meeting of Senate on Wednesday, September 11th at 2:30 p.m.
- A regular meeting of Senate on Wednesday, September 18th at 2:30 p.m.
- A meeting of Senate on Thursday, September 26th to grant degrees and diplomas at 3:10 p.m.

273. The Principal said that Professor Elliott had reported that Dr. Roper was willing to allow his appeal to Senate to wait while conciliation efforts were undertaken by the Staff Relations Committee of the MAUT. It was decided, therefore, that no action was necessary on this matter for the present time.

274. Vice-Principal Oliver reported that delegations from Quebec Universities had gone to France in the past to discuss questions of agreements and exchanges. It appeared likely that a McGill delegation would be welcomed and he asked Senate to authorize the Nominating Committee to name the members of such a delegation.

Senate agreed with this proposal. There being no further business, Senate adjourned at 12:40 p.m.

MINUTES

MINUTES OF A SPECIAL MEETING OF SENATE HELD ON MONDAY, JULY 29TH, 1968, AT 10:00 A.M. IN THE BOARD ROOM OF THE ADMINISTRATION BUILDING (ROOM 609).

Present:

The Principal, in the Chair
The Chancellor
Dean Woods
Dean Jay
Dean d'Ombra
Dean Cohen
Dean McGregor
Dean Solin
Professor Frankel
Professor Briant
Professor Webster
Mr. Justice Hyde
Professor Neilson
Professor Malloch
Professor Pounder
Professor McCutcheon
Professor Durnford
Professor Beck
The Registrar, Secretary

Regrets at being unable to be present were received from Vice-Principal Oliver, Vice-Principal Winkler, Dean Dion, Dean McCutcheon, Dean Frost, Dean Blume, Professor Ellis, Professor Hirschfeld, Mr. Brown, Mr. Finlayson, Mr. Lang, Mr. Wood, Professor Edwards, Professor Pavlasek and Mr. Crouch.

275. Deleted by Senate decision. Reason: This minute deals with a confidential matter of a private and personal nature.

276. The Principal said a request had been received from Mr. Ian Hyman, Vice-President (External) of the Students' Society, to have access to the Minutes of Senate Committees and Sub-committees. He read the following letter from Mr. Hyman dated July 3rd:

"Thank you for sending me the minutes I requested of the Committee on Student Activities.

It seems obvious that in order to participate intelligently in university government, the Students' Society will have to have full information on what is going on in all branches of this government. Therefore, I would appreciate it if you would send me copies of minutes of all meetings held since September 1, 1967, of all Standing Committees listed in section B of the Nominating Committee report, Feb. 21, 1968, (i.e. numbers 1 to 27 inclusive), and all of their Sub-committees. If you do not have copies of these minutes, please let me know who to contact to obtain them.

You will recall that the importance of us having such complete information was underlined by Dean Cohen in the recent joint meeting of the Duff-Berdahl Committee and the Tripartite Commission when he chided the Students' Society for "not doing its homework" in regard to university development plans.

The Principal said that on his advice the Secretary of Senate had sent Mr. Hyman the following reply:

"Thank you for your letter of July 3rd concerning the Minutes of Senate Committees.

Senate has not yet given its permission for the public release of Senate Minutes or Minutes of Senate Committees. To date Senate has only ruled that student members of the Tripartite Commission on the Nature of the University may have access to these Minutes, and this with the proviso that no part of the Minutes may be published without Senate's permission. I regret, therefore, that your request cannot be acceded to at the present time."

The Principal said that in another letter Mr. Hyman had expressed dissatisfaction with this reply and had reiterated his request. He then asked for Senate's advice on this matter.

After discussion it was agreed that the following points should be made in reply to Mr. Hyman's request. First, it would be pointed out that while Senate requires its Committees to make reports it does not have any requirements concerning Minutes of Committee meetings, and there had been no discussion with Committee Chairmen about the preparation or distribution of Minutes. Secondly, it should be pointed out that within the near future students would be serving as members of Senate and would then possess the same rights and privileges as other Senators with regard to access to Minutes. The related point would be made that members of staff themselves do not at the moment possess this right, and therefore it should not be granted to students until a similar provision was made for members of staff. Finally, it would be pointed out that the report of the ad hoc Committee on the Implications of Open Meetings would undoubtedly have bearing on the general question. For these reasons it would be said that the general question of making Minutes available should be held over for the present time.

There being no further business, Senate adjourned at 11:15 a.m.

Four New Governors Elected To McGill Board

The election of four new Governors during the Summer brings to 35 the number on the Board.

NEW GOVERNORS ARE:



WILLIAM DODGE, Secretary-Treasurer of the Canadian Labour Congress;



GILLES SARAUULT, Expo's former Chief Engineer;



A. JEAN DE GRANDPRÉ, O.C., Executive Vice-President (Administration) of Bell Canada;



GEORGE CURRIE, President of Urwick, Currie and Partners Ltd. (Management Consultants).

Mr. Currie and Mr. de Grandpré are Graduates' Society representatives on the Board, which at present can have up to 36 members including the Principal ex officio. All members are elected for five-year terms; five of them represent the Graduates' Society.

NEW UNIVERSITY STRUCTURES ADOPTED

The following report on university government was approved by Senate at its meeting on September 18 and by the Board of Governors at its meeting on September 23.

Recommendations resulting from the Joint Meeting of Senate and the Board of Governors, held on September 9th, 1968, after consideration of the Addendum to the Report of the Joint Governors-Senate Committee on University Government.

These Recommendations, having been adopted by Senate, are forwarded to the Board of Governors with the recommendation that the Statutes be amended as necessary:

RECOMMENDATION 1. The powers of the Board of Governors and the Senate remain as set out in the Statutes in their present form, save where these powers are necessarily to be modified by the effects, if any, following from these recommendations.

RECOMMENDATION 2. It is recommended that the Board of Governors consist of:

The Chancellor (as at present)

The Principal (as at present)

5 members elected by the Graduates' Society with 5-year staggered terms (as at present)

5 members elected by the Senate with 3-year staggered terms, student members of Senate being eligible.

(These are to be elected by all the members of Senate)

24 other members, diversified

Attending but not members:

Vice-Principals

Secretary of the Board

Total members: 36

Quorum: 10

In the initial report we recommended that the Nominating Committee should nominate the 24 other members to staggered 5-year terms "acting under a general directive to propose a membership that will fully reflect the diversity of the McGill community and the larger community that McGill serves".

As the best method of implementing this directive we recommend that there shall be a Membership Committee (distinct from the Nominating Committee) of the Board composed of the Chancellor, the Principal, 3 members chosen by the Senate, and 3 members chosen by the Board of Governors for staggered 3-year terms. This committee shall elect its own Chairman and be convened in the first instance by the Secretary of the Board of Governors. The Membership Committee shall have the sole right to submit nominations for membership on the Board of Governors.

The Committee shall seek nominees representative of the various parts of the community which the university serves, such as agencies of government, research, the professions, business, labour and the Arts.

This procedure is recommended to ensure that the nominees are not only broadly representative, but that they should be persons able to carry out effectively the responsibilities of membership on the Board and its Committees.

In the initial report it was recommended that the Executive Committee of the Board of Governors be composed of the Chancellor, the Principal and 7 others of whom at least one should be a representative of Senate. (Vice-Principals and Secretary of the Board attending).

It is now recommended that the Executive Committee be composed of the Chancellor, the Principal and 7 others of whom at least two are representatives of Senate on the Board. (Vice-Principals and the Secretary of the Board attending).

RECOMMENDATION 3: The Committee's original recommendation on the composition of Senate has been modified, in the light of discussion in the University, by alterations in the list of ex-officio members proposed, and by increases in the number of students and of elected academic members to secure a more effective composition without unduly increasing the overall size of Senate. The Committee now recommends that Senate shall be composed of the following, all the elected members to be full members of the University:

Ex Officio	Elected Faculty	Others
Principal Chancellor	14 Arts and Science (3 per division and 2 per faculty)	5 Governors 8 students
12 Deans	3 Medicine 4 Engineering 2 Law 2 Agriculture 1 Management 1 Graduate Studies 1 Dentistry 1 Divinity 1 Music 2 Education	
17	32	13

TOTAL: 62.

- Notes: 1. The Director of Continuation Studies, the Warden of R.V.C., and the Director of Libraries would sit on Senate with voice but no vote.
2. There would be a majority of elected staff on Senate.
3. The size of Senate would be that proposed by the Duff-Berdahl Committee.

Governors:

5 (at least one representative of the Graduates' Society).

Students:

8.

Total all Classes of Senators: 65.

It is necessary at this point to make it clear that it is the Committee's intention to broaden the basis of the electorate as well as the pool of staff from which Senate members may be chosen, and in particular to provide enlarged opportunities for staff both to vote and to stand for office. For these reasons the Committee recommends that full-time teaching staff with the rank of Assistant Professor and higher will have the right to vote and to stand for such office.

This recommendation is in implicit conflict with the present statutory provisions for the membership of Faculties, provisions which in the view of the Committee no longer reflect the wishes of the majority of staff of all ranks. The Committee, therefore, further recommends that each full-time Assistant Professor shall be a member of the appropriate Faculty.

RECOMMENDATION 4. The Committee recommends that Faculties and Departments should be encouraged to adopt policy-making procedures that enlist to the full the members of the University, both faculty and students, who have an interest in these policies.

RECOMMENDATION 5. The practice recently adopted of establishing joint committees of the Board and of Senate to recommend concerning the appointment of the Principal and Vice-Principals should be continued and incorporated in the Statutes.

RECOMMENDATION 6. The procedure now followed by the University in the matter of the appointment of Deans be incorporated into the Statutes of the University with the necessary qualifications as outlined in the original report.

RECOMMENDATION 7. It is recommended that the procedures and terms of appointment for Divisional Vice-Deans in the Faculty of Arts and Science, as recorded in the Minutes of Senate of 14th June, 1963, be incorporated in the Statutes.

RECOMMENDATION 8. The procedures for the appointment of a Departmental Chairman should include consultation by the Dean with a broad range of the membership of the Department; further, that a Dean who proposes to renew the appointment of a Chairman beyond a period of five years should be required to undertake such consultation again.

RECOMMENDATION 9. It is recommended that meetings of the Senate and the Board of Governors should be open, except when confidential matters, as determined by them, are discussed.

RECOMMENDATION 10. A special Joint Committee of Governors and Senate be established to revise the Statutes of the University in accordance with these recommendations; to incorporate all existing and relevant amendments added to the Statutes since they were promulgated in 1939; and wherever possible to employ such language in the revised Statutes as will indicate the changing character and spirit of the University in the matter of its governance, with particular reference to the constructive relationship between staff, Senate, Governors and students that is now a fact of life at McGill University.

RECOMMENDATION 11. It is recommended that Senate and the Board of Governors consider establishing a Committee with broad membership to maintain a continuing review of University government.

10th September 1968.

FORUM

An essential purpose of the McGill Reporter is to provide a vehicle of campus opinion. FORUM will be available each week to publish commentaries on articles which appear in the Reporter, as well as points of view on any subject related to the general nature of the university.

Please send all contributions to:

FORUM

McGill Reporter

Rm. 630, Administration Building

CENTREX, or a guide to Post-August 12 Telephony

This fall you have a new four-digit phone number, and when you lift the receiver you hear a high-pitched hum, and when you dial there is no reassuring click between digits, and if you take too long to dial you hear a siren-wail, and...

And it's not broken.

On August 12 Bell Canada completed the changeover at McGill to the Centrex, or direct in-dial, system. The new system, which allows unlimited growth, replaces a switchboard which couldn't be expanded due to lack of space.

You can reach other McGill offices by dialing their four-digit locals as listed in the new University phone directory. The numbers are the last four digits of the seven-digit numbers listed in the city directory for each McGill office or department.

To reach a Royal Victoria Hospital number, replace the old "8" prefix with "181". Montreal General Hospital numbers are still outside the McGill system. The procedure for outside local calls remains the same. You can still reach the operator by dialing "0", but you won't often need to.

You, or someone in your office, will be able to dial direct on long-distance calls. To do this: dial "9" to get an outside line, "1", the area code, and the seven-digit number. To find unknown long-distance numbers: dial "9", "1", the area code (found in one of the booklets Bell supplied you), and 555-1212.

If you're wondering how to save the University money on long-distance calls, Bell says a study they've done shows people are in often enough that it's usually cheaper to call station-to-station.

The study showed that about 80 per cent of calls go straight through, and since completed person-to-person calls cost roughly twice as much as station calls... The exception is the person who's notorious for being out of his office.

A few things to get used to apart from the humming dial tone and missing clicks:

- there is no change in dial tone to warn if you've dialed the first "9" on an outside call;
- there can be a delay of up to six seconds after you've completed dialing and before the first ring is heard;
- check numbers before you lift the receiver. If you take longer than 10 seconds to dial (most people need only eight), your line will cut out to avoid overloading the system;
- to transfer a call, depress the button under the receiver *only once* for two seconds, and wait for the operator. You'll cut yourself off if you jiggle it;
- check which line your call is on before lifting the receiver. If someone in the office is on another line and you've left the button depressed on it instead of yours, your action will have the same effect as depressing the button to transfer a call, and the operator will interrupt your co-worker's call.

If you're told a call has come for you, and you see two lights flashing on your phone, a call on "hold" flickers faster than an incoming call. Sort of like dots and dashes respectively in Morse Code. It's courteous, says Bell to answer your own calls. If you're too busy, let it ring twice, and have an arrangement that then your secretary picks it up. This saves time and tempers of the callers who now wait on lines being asked who they are, and then being told you're out.

Finally, if someone calls your old local, they will reach the switchboard where an operator will give you a new number, and ask them to call it, unless they're calling long-distance, in which case she'll transfer the call.

THE MESSAGE IN FILM

by Peter Ohlin

To what extent can contemporary rock and pop music be regarded as a serious expression of the current scene? Are the contemporary masks of our children different from the more classical masks (or personas) of the previous generation, and what does this mean in terms of the kind of interaction possible today? Are posters, buttons, and placards just a fad, or do they in fact amount to a new language of expression? Can we regard the drug scene as more than a sociological phenomenon if we consider such ideas as changes in perceptual scales induced by the new media? How do we go about defining workable grammars for these new media and languages? Can we survive without such grammars? Are our school children really as alienated as some observers suggest, and if so, what are we going to do about it? Is it true that the TV generation has a different perceptual experience of such basic ideas as time and space?

interrupt their education to go to school

On a conventional level, these questions would seem to be of more relevance to a sociologically-minded journalist than to an academically-sponsored programme of studies. Yet, in addition to the more traditional aspects of film and television, these were the kinds of questions studied by the 30 participants in this year's Summer Research Institute of Screen Study, conducted from July 2 to August 9 by McGill University and the National Film Board. And in facing such questions head on, the Institute was in effect only taking seriously the resolutions that came out of the Centennial Conference of the Arts in Kingston in 1967, and which suggested not only that schools and universities should establish programmes of study in the new media, but also, that the traditional structure for the arts might be revised in the light of the new perceptions concerning human communication and environment.

Another influence on the activity of the Summer Institute this summer was the Hall Committee Report to the Ontario Department of Education which, in attempting to define the education of the near future, was radical enough to suggest that education can be defined as the interaction between the individual and his environment. The implications of such a definition are, of course, enormous: instead of seeing the educational function as proceeding smoothly in carefully programmed little slots of subject matter, the schools should concentrate on creating learning environments, and on utilizing all the technologies available in order to further various kinds of interaction. That is a challenge for the schools to create within the classrooms a rich and variable environment that can compete with and prepare for the environment that surrounds us in daily life. As McLuhan has pointed out, the children in Watts had a point when they asked why they should interrupt their education to go to school.

non-verbal medium that we are

The media that we use in communicating not only reflect and mirror the environment in their various ways: they are also part of it. Film and television are environments in their own right, and their very presence alters and affects the kind of responses that we are able to make to any given situation. It is useful to study film, because it is a non-verbal medium that we are all relatively familiar with and that has achieved a great deal of recent respectability as an art form; but such a study, instead of concentrating on the historical development of that form, would do better to begin with a serious consideration of the role of media in relation to environments. If literature, for instance, exists for us as an important cultural tradition that expresses our identity and therefore can teach us about ourselves, then media do so too and in no less significant a



Top: The medium, the message and Peter Ohlin. Below: Turning on Ian Baxter.



Unlike the junk in the stores, the junk sculptures are roped off to indicate their symbolic significance as "ART" rather than something real in the lives of people.



PETER OHLIN who spent most of the summer working with the Summer Research Institute of Screen Study, is an Assistant Professor of English.

fashion. In fact, the media of today may be even more significant by virtue of their contemporaneity which has tended to make them invisible, or at least less carefully observed (because we see the content rather than the way in which the medium has shaped that content).

The major assumption of the Summer Institute was therefore that its greatest resource was the thirty participants themselves and the experiences and interests that they brought to the Institute as teachers in high schools and universities all over Canada. The concern of the three staff organizers (Mark Slade and Terry Ryan from NFB and myself from McGill) was to provide as rich an environment as possible that the participants themselves could order according to how they wanted to structure their learning. To that end, we mobilized as many as possible of the resources of both institutions and suggested ways in which they could be used.

Among the resources available to the participants were, then, such things as editing machines in order to cut down ten minutes of 16mm footage to a three minute statement, an exercise that makes it abundantly clear exactly what kind of fingerwork goes into the creation of a coherent film. There were Polaroid still cameras and 8mm cameras for attempts to make individual explorations in the new medium. There were a couple of hundred films, features and shorts, that were seen and endlessly discussed. There were the technical facilities of the National Film Institute as well as things like the TV studio and the Electronic Music Studio at McGill to explore. There were guest speakers such as John Russell Brown from the Theatre Department of the University of Birmingham to listen to when he discussed the interrelationships between film and theatre in England and North America today.

some people sense a frightful indifference; they are being programmed like the commodities

Above all, of course, there was all the ordinary equipment for our daily living which turned out to yield remarkably fruitful insights when subjected to serious study. Perhaps the most obvious example of this was the study of the Fairview shopping centre as an environment. For one afternoon, we simply walked around the place, making a kind of personal inventory of our impressions, cataloguing the things that struck us as typical, in the way that we constantly codify the environment into a perceptually manageable reality. As Mark wrote afterwards, serious study, like good films, forces us to see things in a new way by knocking perceptual habit sufficiently out of kilter to restore freshness of vision. And in returning a few days later to the same place, this time with cameras in order to record and express our reactions to it, we found ourselves moving from the simple catalogue of things to a catalogue of effects. To quote Mark again, "In moving from an inventory of components to an inventory of effects, imaginative interpretation becomes possible. The location becomes timeless; there are no seasons. Vegetation is raised out of reach, trees give no shade; no wind stirs their branches. Clues for personal identification are absent. Some people sense a frightful indifference; they are being programmed like the commodities around them. At the entrance, double doors create a kind of decompression chamber. An exhibition of sculpture is roped off. The structural order is a combination of baroque and clear lines, of wide open space and sterility, of set patterns and intensity." But if the environment was seen as somehow threatening, the experience of seeing it open up to this kind of interpretation once we brought our cameras to it and learned to see it in a new way, gave us a feeling of the tremendous educational opportunities in the use of film and other media to restore freshness of perception.

In fact, the idea of knocking the ordinary environment sufficiently out of kilter in order to study it with extraordinary care was perhaps the central

motif or characteristic of the Institute as a whole. A number of sessions were designed to give the participants an opportunity to study and criticize the Institute itself in order to understand more clearly the learning process they were engaged in. One of them, in fact, came to the realization that he wanted to drop out, that what he had wanted was factual information and training in skills instead of being forced to participate in the free exchange and discovery of new ideas. Others would have liked to see more stress on sensitivity-training, and set themselves the task of trying to understand why they and the rest of us had difficulties in communicating what we really felt about films and about each other. Still others, after brief moments of complaint about indoctrination from above,

our daily masks and roles are of course

turned the "bitching session" into an hour for self-criticism, trying to understand their own roles as participants in relation to their previous experiences as students and teachers. Whatever their reaction to the situation, however, by focusing their attention on themselves as a group, the participants gained not only an understanding of the learning experience, but also of the nature of their own role-playing, of the games of illusion that they themselves provided daily no less than did the films they were discussing.

Another element in that realization was the occasional presence of a professional NFB crew which filmed the proceedings one day a week, not simply for the purpose of recording some of the major events of the Institute, but also to induce the realization of how a new medium introduced into the environment makes us aware of the roles that influence our daily behavior. The sessions conducted in the glare of hot lights and with cameras moving around the room seemed quite different from others conducted more privately over a glass of beer. And this experience led quite naturally to the understanding that the objectivity of the camera's vision is a myth, and that in fact the simplest documentary is a highly contrived and manipulated statement.

Thus the study of the environment as well as the roles of the participants in it led to a realization that there are numberless creative ways of rendering the world in images and other signals. Much of the work was centered around this fact, in that one series of sessions dealt with various strategies of perception as they are induced by cultural phenomena and influence what we are able to learn in the world; another series dealt with the numberless expressive languages at our disposal and tried to come to some con-



Mark Slade, co-director of the Screen Study Institute.



clusions about their structures and their rhetoric; and still another series concentrated on myths and rituals as the kinds of framework that we use to shape our perceptions from chaos to order. A good many films, of course, play on very similar themes. (In Antonioni's *Blow-Up* it turned out to be very instructive to study the various metaphors of dressing, costumes, fashion, and masks, in relation to the problem of illusion and reality which is stated as the central theme of the film. In a similar fashion, Ingmar Bergman's *Persona* explores two contrasting personalities: the actress who is tired of all her masks and wants to find a genuine and integral identity, and, on the other hand, the nurse who only gradually discovers that underneath the comfortable mask she has been wearing for so long there exists a self that she is not really prepared to meet.

Our daily masks and roles are of course greatly influenced by the media and languages at our disposal. Quite ordinary personal interactions take on different forms when the language is changed from spoken to written, or from verbal communication to visual media. That even two visual media can be radically different was proven by an experiment in which the participants divided into two groups, one of which saw Peter Watkins' TV production *The War Game* on film, the other group seeing it on television. It became quite clear that the reactions were different and that a film which has a tremendous impact on television, surrounded by the aura of authenticity which prevails in TV newscasting, appeared much more contrived and artificial when projected on a big screen. In fact, therefore, the game in *The War Game* is not only the careless juggling with people's lives that politicians engage in, but the

established ground rules

very act of communication itself which, in order to convince and persuade, always follows a set pattern of established ground rules which only become clearly visible in the translation to another medium. In a similar way, a film like Richard Lester's *How I Won The War* presents the idea of war as a kind of spectator sport (created and sustained by television) integrated with the more common metaphor that England's wars are won on the playing fields of Eton.

Thus, rather than attempting to define a necessary relationship between reality and the media which we use in describing it, the participants came to focus their studies on the complex structure of the ground rules for some imaginative ways of experiencing the world, whether these were found in the activity of a contemporary pop artist like Iain Baxter from Vancouver, or in

the intersection of art and technology as presented by Billy Klüver from Bell Laboratories (and Experiments in Art and Technology), or in the language of body movements and mime as presented by Arne Zaslav from Seattle. Throughout six weeks of long sessions, the participants talked, with a great deal of passion and intensity, about the questions that concerned them in communication, education, and art. As professional educators and

in the process of confronting that choice they were forced to examine the nature of their own contemporary reality

intellectuals they seemed, much more than the participants of last year's Institute, suspicious of easy solutions and snappy slogans; and anything which appeared to lead too comfortably to the influence or authority of Marshall McLuhan was viewed with a great deal of skepticism. On the other hand, when Andrias Delnium in a guest lecture presented a full-scale attack on McLuhan's method of probing as being intellectually unsound, they rose up to defend, not a national institution or the reputation of a culture-hero, but simply some of the insights in McLuhan that they found valuable.

Some of the participants, in listening to Iain Baxter and others talking on contemporary art, even had the temerity to ask the question that is almost heretical these days: "But is it art?" And while acknowledging that a world without art may indeed be a world in which everyone does everything as well as he can, they seemed reluctant to give up the uniquely enriching experience of art as we have traditionally known it. While the rather overblown publicity of new ideas in communication these last few years seemed to have made them cautious in approaching radical solutions, it became clear that in the process of confronting that choice they were forced to examine the nature of their own contemporary reality and the perceptual, expressive, and mythical structures that shape their experience of it. There can be no doubt that out of this they learned something which will make them quite ready to communicate with their students, and to prepare, as the Kingston resolution has it, the ways in which perceptions concerning human communication and environment can be used to revise the traditional structure for the arts. It is in making such events possible that the Summer Institute is performing an increasingly important function for the future of education here and elsewhere.

THE MESSAGE 2: Turning on at McGill

"I learned a great deal about film. But I know that of itself would, in your mind be far under-par for the course. What I did come away with was a far deeper love and respect for people. I am thinking most of the young people with whom I will be working. How easy for the teacher (or adult) to tell the student what he is going to get out of the film. How easy to 'load the deck' thereby restricting the young mind. The profound effect of the course will probably be felt in my whole day-to-day approach. In the past I have given mere lip service to discussion. I'd let things open up a bit, but I was still very much captain of the ship. After letting the students 'flounder' a bit I would come up with the correct solution, carefully timed to coincide with the bell to end the period.

"My deepest personal thanks for your healthy 'disturbing of quiet waters'."

(Letter from a former student on The Summer Research Institute of screen study.)

Which is what education is all about — so why doesn't it happen more often?

The Summer Research Institute of Screen Study, now jointly sponsored by the National Film Board and McGill University, has completed its third summer of trying to disturb quiet waters — often successfully — with electronic shock treatment. ("I think they're trying to make little McLuhans out of us all," said an Ontario high school English teacher during the 1968 session.) Until now the course has been headquartered at the National Film Board's Montreal offices; next year it will be at McGill under the directorship of the English department.

The thirty participants, mostly English and Fine Arts teachers, come from all across Canada, and are chosen because they will be in positions of leadership when they return to their communities and able to communicate some of the experiences of the course. They spend six weeks in Montreal going to films and discussions, all largely oriented toward discovering the sociological effects of the mass media and ways in which the media can be utilized to communicate with students. ("I never went to movies much before, but my grade nines can't remember when there was no T.V.," said a participant who will be working on the development of mass media study courses in some Ontario schools.)

The course appears to work much better than most courses. To some extent this is because it preaches to the at least partially converted, since most of the participants would not be at the course if they were not interested in communicating to some degree with a younger generation in their own language. But more importantly it works because it is concerned more with the ends of knowledge than with the means. Film is only useful as it provokes the question, "What does this say about my environment and my place in that environment?" in the mind of the viewer. The emphasis is on subjective solutions: nobody appears from the wings of any discussion with the answers in a sealed envelope, though a lot of questions are asked. For example we have this excerpt from the discussion which followed a viewing of Peter Brook's film, "Marat—Sade":

"The big question I get out of this film is how do you get social change — do you revolt?"

"It brings me to Camus' question: if there is no hope, should I remove myself from this earth?"

"I think the film is a vehicle to present the dialogue on revolution. It makes me a little bit more aware of the sanity of people presenting the same questions in our world."

"It's the metaphor of the human condition that really has an impact on me — the realization that there's really not much that separates the sane world from the insane world."

Sounds of thought . . . heard much too occasionally over — and under — the clack clack of the conveyor belt. In most classrooms at any level of the educational system the discussion resembles nothing more closely than the gentle murmur of a suburban cocktail party — who did what when and how — without the clink of ice cubes against crystal to liven things up. Never a "why?" or a "what's it to me?"

Is it that we got too conditioned to hearing "just because" and "don't get smart kid"? Or is it that our highest aspiration is to be able to stare thoughtfully at an olive pranged on a toothpick and say, "I thought the camerawork in his 1953 film was brilliant, but the editing was so sloppy, didn't you think?"

There need to be more courses with the approach of the Summer Film Institute and more imaginative teachers who can use the what, when and how of a subject to provoke the more vital "why?" and "what does it mean to me?" There are of course a limited number of highly creative people in any society. But not this limited. The important reason is that our most basic response to creativity is fear. "Woe to the man who tries to stretch the imagination of man — he shall be mocked," says a character in "Marat—Sade."

YEAH, we say cynically, SO TELL ME SOMETHING NEW.

Unfortunately cynicism is an ideal state of mind which most of us are incapable of maintaining for very long. It's the nature of the beast to be optimistic. Besides, to flog the cliché, cynicism masks a tender and reforming heart.

Unmasked we could prop up our eyelids for a few years and take note of the historical moment. If reform is ever going to happen in the present educational system, it's now when our running scared has grown into a team sport, though nobody is sure yet who is wearing which colours. Get on with it before we solidify into our traditional allegiances.

Or we can continue to play word games, all the while fooling ourselves that we are whiter and more active than that grey mass coagulated on the side of the pan (it is composed of individuals lumps, you say?) grumbling about how change has to come slowly. Change may come slowly, but change would never come if it was left to those who whisper caution. If we do continue to muddle through, like flabby women who prefer elastic to exercise, we still end up with an educational system and a society committed (but lacking commitment) to the production of armies of men and women for whom every question worth the asking can be punched onto a rectangle of cardboard not to be bent, folded or otherwise mutilated.

"Don't bend, fold or mutilate me" cries the individual perceiving that he is being programmed into a vicious circle of institutions beginning and ending with the Gross National Product (and contemplating a sit-in in the computer.) His agony, the human agony, is then either dulled to meet the uniformly bland standards of the company product or it is deepened and broadened. But rarely the latter.

It is the role of the university, not just of isolated courses given, almost in a vacuum, by the occasional imaginative and caring and courageous person, to create in individuals this freedom to go to the depth of their humanity and find there what is universal, and to give them the courage to use that knowledge to touch others with the fear, love, hate, joy and despair that is in us all.

This is what is important about the Summer Screen Institute. If it is a learning experience for its participants and their future contacts, it is not because they record in their notebooks X number of facts about film, but because they are provoked to question the degree of their freedom and their humanity. You only regret the surrounding vacuum.

McGILL FILM SOCIETY 68/69

FESTIVAL OF INNARDS

When movies are used to photographically record events, they can be dull and flat. When a creative director begins to play with the variables under his control, films often come alive in unexpected ways.

In each programme, we will show examples of directors doing some particular thing in the same area — some impressive, some amusingly crude. It is hoped that by presenting films in this manner, the audience will become conscious both of the variety of skills that go into making movies, as well as the variety of potentials possible.

1 — SOUND

Monday, September 30th 8:00 p.m. PSCA
SONG OF CEYLON;
MAGNIFICENT AMBERSONS (Orson Welles)

II & III — EDITING

Tuesday, October 1st 8:00 p.m. PSCA
(Editing for time distortion)
LONDON CAN TAKE IT; MURIEL
(Alain Resnais)

Thursday, October 3rd 8:00 p.m. PSCA
(Editing for speed and fun)
THE FUN FACTORY; HELP
(Richard Lester)

IV & V — THE CAMERA EYE

Friday, October 4th L-132
(Painting with light and colour)
BLONDE VENUS
(Joseph von Sternberg) 6:30 p.m.
KWAIDAN
(Masaki Kobayashi) 9:00 p.m.

Saturday, October 5th PSCA
(Movement and Perspective)
MAN WITH A MOVIE CAMERA
(Dziga Vertov) 6:30 p.m.
SECONDS (John Frankenheimer) 9:00 p.m.

FESTIVAL MEMBERSHIP: \$2.50

1-International 16

■ SEPTEMBER 20-21
THE GREAT DICTATOR
(director: Charles Chaplin; U.S.A. 1940)

■ OCTOBER 11-12
HOTEL OZON
(dir. Jan Schmidt; Czechoslovakia 1967)

■ OCTOBER 25-26
ALEXANDER NEVSKY
(dir. Sergei Eisenstein; U.S.S.R. 1938)

■ NOVEMBER 15-16
THE WHITE SHEIK
(dir. Federico Fellini; Italy 1952)

■ NOVEMBER 29-30
THE SILENCE
(dir. Ingmar Bergman; Sweden 1963)

■ JANUARY 17-18
RASHOMON
(dir. Akira Kurosawa; Japan 1950)

■ FEBRUARY 7-8
LES ENFANTS DU PARADIS
(dir. Marcel Carné; France 1943-45)

■ FEBRUARY 21-22
IL NE FAUT PAS MOURIR POUR CA
(dir. Jean-Pierre L        ; Canada 1967)

■ MARCH 7-8
SIMON OF THE DESERT
(dir. Luis Bunuel; Mexico 1965)

■ MARCH 21-22
THE TRIAL (dir. Orson Welles;
France-Italy-Germany 1962)

SHOWINGS:
FRIDAYS 6:30 p.m. and 9:00 p.m.
SATURDAYS 6:30 p.m. and 9:00 p.m.
IN THE LEACOCK AUDITORIUM (L-132)

MEMBERSHIP: \$3.25

2-International 35

■ SEPTEMBER 28
SANJURO
(dir. Akira Kurosawa; Japan 1962)

■ OCTOBER 19
ULYSSES
(dir. Joseph Strick; Ireland 1966)

■ NOVEMBER 9
THE PEACH THIEF
(dir. Veulo Radev; Bulgaria 1965)

■ NOVEMBER 23
IT HAPPENED HERE
(dir. K. Brownlow and A. Mollo; Britain 1966)

■ DECEMBER 7
HOUSE OF THE ANGEL
(END OF INNOCENCE)
(dir. Leopoldo Torre Nilsson; Argentina 1957)

■ JANUARY 25
LEMONADE JOE
(dir. Oldrich Lipsky; Czechoslovakia 1964)

■ FEBRUARY 15
SHOOT THE PIANO PLAYER
(dir. Fran        ; France 1960)

■ MARCH 1
THE GOSPEL ACCORDING TO MATTHEW
(dir. Pier Paolo Pasolini; Italy 1964)

■ MARCH 15
SARAGOSSA MANUSCRIPT
(dir. Wojciech Has; Poland 1965)

SHOWINGS:
SATURDAYS 6:30 p.m. and 9:00 p.m.
IN THE PHYSICAL
SCIENCES CENTRE AUDITORIUM.

MEMBERSHIP: \$3.50

(NOTE: As only a very limited number of memberships are available for this series, we advise you to obtain yours as early as possible!)

Cinematrix

A series with film at the centre, surrounded by associated media, designed to explore the languages and grammar of the cinema. Clips will be used, but the features listed will be shown in their entirety. The series may be viewed purely for entertainment or as a film course free from all academic constraints. Presented with the co-operation of members of the Instructional Communications Centre.

■ OCTOBER 9
STIRRING UP SOCIAL SIGNIFICANCE
COMPULSION
(dir. R. Fleischer; U.S.A. 1959)

■ OCTOBER 23
SOMETHING FOR EVERYONE or BLACK
COMEDY WITH SHADES OF GREY
THE LOVED ONE
(dir. Tony Richardson; U.S.A. 1965)

■ NOVEMBER 13
THE AMERICAN INTERNATIONAL
PHENOMENON or UP FROM THE BEACH
WILD ANGELS
(dir. Roger Corman, U.S.A. 1966)

■ NOVEMBER 27
THE FINE ART OF MOVIE CRITICISM
or YOU CAN'T BE WRONG ALL THE TIME
BLOWUP
(dir. Michelangelo Antonioni; Britain 1966)

■ DECEMBER 11
THE MISSIONARY'S BURDEN
or PLEASE DON'T EAT THE JESUITS
MISSION OF FEAR
(dir. F. Danseureau; Canada 1967)

■ JANUARY 15
CELLULOID FLAGS
or CANADA, I THINK I LOVE YOU
PASSAGE TO MARSEILLES

■ FEBRUARY 5
MYTHIC HEROES or JAMES BOND MEETS
THE AEGEAN STABLE BOY
CASINO ROYALE
(dir. John Huston et al; Britain 1966)

■ FEBRUARY 19
HOW THE CAMERAMAN ORDERS REALITY
or IT AIN'T SO MUCH THE WAY IT IS AS
THE WAY YOU SEE IT THAT COUNTS
NANOOK OF THE NORTH
(dir. Robert Flaherty; U.S.A.—Canada 1922)
& others.

■ MARCH 5
SHOW BIZ RECOGNIZES THE ART FILM
or WILL SUCCESS SPOIL FRANK
TRUFFAUT
FARENHEIT 451
(dir. Fran        ; Britain 1966)

■ MARCH 19
THROUGH THE EYES OF TOMORROW
LA GUERRE DE L'OUTON,
KINDERGARTEN, SKATERDATER

SHOWINGS:
WEDNESDAYS 8:00 p.m. Only
IN THE LEACOCK AUDITORIUM (L-132)

MEMBERSHIP: \$3.00

3. SERIE D'ESSAI

"To essay" is to try, to experiment. To this end, the Serie d'Essai will often screen unusual material not otherwise available. These explorations will study the potentials of film through contrasting viewpoints and styles, by investigating social themes, or simply by presenting exciting films for their own sake.

■ SEPTEMBER 27 —
DEVELOPMENT OF THE WESTERN

■ OCTOBER 18 — MATTER AND ANTIMATTER

■ NOVEMBER 8 — THE COLD WAR

■ NOVEMBER 22 — THE BLACKS

■ DECEMBER 6 — 'HEAD' FILMS

■ JANUARY 24 — AGGRESSION

■ FEBRUARY 14 — FILMS BY BRUCE BAILLIE

■ FEBRUARY 28 — REAL REELS

■ MARCH 14 — An extra programme, finances permitting.

SHOWINGS:
FRIDAYS 8:00 p.m. Only
IN THE LEACOCK AUDITORIUM (L-132)

MEMBERSHIP: \$5.00

4. CLASSIC SERIES

■ SEPTEMBER 25
THE HUNCHBACK OF NOTRE DAME
(dir. Wallace Worsley; U.S.A. 1923)

■ OCTOBER 16
FRENCH AVANT-GARDE PROGRAMME

■ NOVEMBER 6
THE BLACK PIRATE
(dir. Albert Parker; U.S.A. 1926)

■ NOVEMBER 20
HAXAN
(WITCHCRAFT THROUGH THE AGES)
(dir. B. Christensen; Sweden 1918-21)

■ DECEMBER 4*
SECRETS OF THE SOUL
(dir. G. W. Pabst; Germany 1926)

■ JANUARY 22*
EARTH
(dir. Alexander Dovzhenko; U.S.S.R. 1930)

■ FEBRUARY 12*
MAN OF ARAN
(dir. Robert Flaherty; Britain 1934)

■ FEBRUARY 26*
An evening of early American cartoons.

■ MARCH 12*
An American comedy evening.

SHOWINGS:
WEDNESDAY 8:00 p.m. Only
ENGINEERING BUILDING (E-204)

MEMBERSHIP: \$2.50

*Presented with the co-operation of
LA CINEMATHEQUE CANADIENNE

coming events

WEDNESDAY, 25 SEPTEMBER — MONDAY, 30 SEPTEMBER

Send notices for Coming Events to: B. S. Bie, Information Office, McGill. Deadlines: Wednesday, 12 noon, before the Monday issue in which the notice is to appear.

WEDNESDAY

Players Club auditions; for details see "Tuesday." Film Society, Classic Series: "The Hunchback of Notre Dame" (dir. Worsley; U.S.A. 1923). 8 p.m., Engineering Building.

THURSDAY

Players Club auditions: for details see "Tuesday."

Mathematics Colloquium: "Application of Probability Methods of Graph Theory and Combinatorial Analysis," by Professor Paul Erdos of the Hungarian Academy of Sciences, 4 p.m. after coffee, 3:30 p.m., in the Mathematics Building. Further information: W. G. Brown, local 5382.

Orientation meeting for students interested in tutoring grade 7 and 8 students in "Little Burgundy" one evening a week. 1:10 p.m. in the Student Union. Or phone 735-1997.

FRIDAY

Film Society, Serie d'Essai: Development of the Western. 8 p.m., Leacock Auditorium.

SATURDAY

Football: Toronto at McGill.

Film Society: International 35 Series: "Sanjuro" (dir. Kurosawa, Japan, 1962). 6:30 and 9 p.m., Physical Sciences Centre Auditorium.

SUNDAY

United Church students, general open meeting. 7:30 p.m., Junior Common Room, Divinity Hall on University Street.

MONDAY

Film Society: Festival of Innards. 8 p.m. Physical Sciences Centre Auditorium.

McGill Chamber Orchestra, Concert 1: Szymon Goldberg, violin. 8:30 p.m., Port Royal Theatre.

Coming coming events

Wednesday, October 9 Founder's Day Convocation
October 25, 26 and 27 Rendez-vous '68 — McGill Open House
October 22, 24 and 29 Beatty Memorial Lectures

McGILL CHAMBER ORCHESTRA

CONDUCTOR: ALEXANDER BROTT 28th CONSECUTIVE SEASON

MONDAY EVENINGS AT 8:30 P.M.

SEPT. 30th—Port Royal Theatre
SZYMON GOLDBERG, Violin,
Mozart-Haydn

OCT. 28th—Port Royal Theatre
ALEXANDER LAGOYA, Guitar,
Baroque-Spanish

NOV. 11th—Maisonneuve Theatre
JEAN-PIERRE RAMPAL, flute,
Vivaldi.

NOV. 25th—Port Royal Theatre
"L'HISTOIRE DU SOLDAT"
Stravinsky

JAN. 27th—Port Royal Theatre
BOUCHARD and MORISSET,
Pianists, Locatelli-Bach

FEB. 17th—Port Royal Theatre
"THE ART OF THE FUGUE"
J. S. Bach

MAR. 17th—Port Royal Theatre
LILI KRAUS, Piano, Mozart-
Geminiani-Morel-Martinu

APR. 14th—Christ Church Cathedral
E. POWER BIGGS, Organ,
Handel - Poulenc - Della Jola.

RESERVED SEATS FOR SUBSCRIBERS ONLY

Subscriptions: \$25.00 (tax incl.)

Limited number of student subscriptions \$12.00

Send self-addressed stamped envelope with cheque or money order and choice of seat location to: McGill Chamber Orchestra, 1745 Cedar Avenue, Montreal. Information and Reservations: Telephone 935-4955 10 to 12 noon — 2 to 4 p.m.

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ATHLETICS

GENERAL RECREATION FACILITIES

BADMINTON:

Co-educational badminton will be offered Tuesday and Thursday evenings from 7 to 9:30 p.m. in the East Gymn. Starting Oct. 1, 1968.

GYMNASIUM ACTIVITIES:

Throughout the fall and winter term regular recreational times are available to staff and students.

SKATING:

Starting Oct. 28th, 1968, Monday night. Co-educational recreational skating is held at the Winter Stadium every Monday — 8 to 10:30 p.m.

SKIING:

Contact MOC for planned ski excursions and lessons at reasonable rates.

SWIMMING:

Regular recreational co-educational swimming hours are scheduled throughout the fall and winter term. Daily 9 a.m. to 9:30 p.m., Saturday, 9 a.m. to 8:30 p.m. See pool schedule 1968-69.

SQUASH:

The squash courts are open on a daily half-hour reservation basis throughout the fall and winter term. Daily 9 a.m. to 9:30 p.m., Saturday, 9 a.m. to 8:30 p.m.

TENNIS:

The four courts in Forbes Field are available in the fall and spring term from 9 a.m. to 5 p.m.

WEIGHT TRAINING:

The "Upstairs" weight room is available during regular gymnasium hours.

CLASSIFIEDS

BULLETIN BOARD

Advertisements should be submitted before Wednesday at 10 a.m. and should be brief. In case of limited space they will be printed on a first come, first served basis, though in extraordinary cases, literary merit will be considered.

FREE ROOM AND BOARD: Students interested in free room and board in exchange for babysitting and perhaps light housework, should consult the Room and Board Registry maintained by the part-time office of the Placement Service. These opportunities are available to both male and female students.

I AM LOOKING FOR A PHILATELIC friend in Canada with whom I could exchange stamps. I am 30 years old and am working in the foreign department of a Bank. Write: Eckart Wissman, 2800 Bremen-Huchting 1, Br         Strasse 10, Federal Republic of Germany.

3465 IS THE PASTORAL COUNSELLING Service of the McGill Chaplains' Association and is in the basement of 3465 Peel Street. Open 10 a.m. to 4 p.m. Monday to Friday. Lounge, Information Service and Counselling Service available to McGill students seeking confidential personal counsel. Call 395-5890 or just drop in.

THE STAFF FRENCH COURSE WILL be offered again to staff members including secretarial staff, starting October 7. Given in three levels: Beginners, Intermediate, and Advanced. Information and registration: Mrs. R. Neray, Local 4491.

THE WOMEN'S ASSOCIATES OF McGill, an association of the wives of the governing, teaching and administrative staff of McGill University, welcomes newcomers. Further information, contact Mrs. McColl, 737-3258.

HELP NEEDED — STUDENTS FOR tutoring programme in "Little Burgundy." One evening per week helping grade 7 and 8 students. Come to orientation meeting Thursday, September 26, 1:10 p.m. or phone: 735-1997.